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HARDIN COLLEGE AND CONSERVATORY OF MUSIC

Hardin College *and* Conservatory *of* Music



Register *of* Students, 1911-1912

Programme, 1912-1913



Mexico, Missouri

Board of Trustees

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JUDGE JOHN A. GUTHRIE.....TREASURER OF COLLEGE

C
H21H

1911/12 - 1916/17

Calendar

Enrollment, Day Students, Wednesday, September 11, 1912.

Enrollment, Boarding Students, begins Thursday, September 12, 1912.

First Semester begins Thursday, September 12, 1912.

Registration and Classification of Students, Thursday and Friday, September 12th and 13th. Regular Recitations begin Saturday, September 14th.

Reception to New Students by the Faculty and Y. W. C. A. Saturday, September 14th, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Monday, January 13, 1913.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnæ Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 25th.

Commencement Day, Awarding of all Diplomas, Tuesday, May 27th.

Faculty, 1912-1913

JOHN W. MILLION, *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Second Vice-President of the State Historical Society of Missouri; Author of "State Aid to Railways in Missouri;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek,

ibid., 1895-96; Teacher in Hardin College since 1896.

MISS AGNES CARR VAUGHAN, *Associate in Greek and Latin*

A.B., Galloway College, 1907; Tutor in Latin, 1907-08; Teacher in City Schools, Malvern, Arkansas, 1907-08; Graduate Student, University of Michigan, summer session, 1908; Teacher in City Schools, Ypsilanti, Michigan, 1908-09; Graduate Student, University of Michigan, summer session, 1909; A.M., *ibid.*, 1910; Buhl Fellow in Classics, *ibid.*, 1910-11; First Vice-President of Galloway Alumnae Association, 1907-08; Member of Classical Association of the Northwest; Teacher in Hardin College, 1911-12; Research Work, University of Michigan, summer, 1912.

MRS. H. M. RICHARDSON, *Lady Principal, Bible*

Many years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; Special Work University of California, Berkeley, summer of 1908; Lady Principal Hardin College since 1902.

Faculty

Continued

WILLIAM B. PEELER, *Science and Mathematics*

B.S., University of Missouri, 1895; Normal Course, University of Missouri, 1895; Graduate Student, University of Missouri, 1895-96; Teacher in the University Academy one year, 1895-96; Teacher of Science three years in the Nevada High School, 1896-99; Teacher of Science, Stephens College, 1899-1910; Business Manager of Stephens College, 1904-06; President of Stephens College, 1906-1910.

MISS EDNA M. ROBINSON, *English*

Student Morgan Park Academy, 1898-1901; University of Chicago, 1901-04, A.B., 1904; Graduate Student University of Chicago, 1904-07; summer semester, University of Berlin, Germany, 1910; Graduate Student University of Chicago, 1910-12, Ph.D., 1912.

MISS MARY BLANCHE HILDEBRAND, *Assistant in English*

Four years an undergraduate student at Missouri State University, 1905-09, A.B., 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; Teacher in Hardin College, 1910-11; Special Work in English, University of Missouri, summer of 1911; Hardin College, 1911-1912.

HENRY EDWARD TRALLE, *Religious Pedagogy*

A.B., William Jewell College, 1894; M.A., Columbian University, 1898; Th.M., Southern Baptist Theological Seminary, 1899; Th.D., *ibid.*, 1901; Pastor Louisville, Ky., 1901-03; Superintendent Baptist Sunday-School Work in Missouri, 1904-06; Editor Central Baptist, 1907-09; Pastor First Baptist Church, Carthage, Mo., 1909-11; Joint Author of "The Sunday-School Teacher's School;" Lecturer at various Chautauquas and Assemblies; Teacher Hardin College, 1911-12.

GUY C. MOTLEY, *History, Mathematics*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS IDA E. SCHNIREL, *French, German, Art, History*

Graduate Geneva, N. Y., High School, 1905, receiving the High School certificate and Regents' Diploma; Post-Graduate Course, *ibid.*, 1905-06, receiving the advanced State Regents' Diploma; Student Cornell University, Ithaca, N. Y., 1906-10, A.B., 1910; Advanced Work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11.

MISS LUTIE VAUGHAN, *Principal of Preparatory Department*

Graduate in Art, Hardin College, 1905; Post-Graduate Work, *ibid.*, 1906; Teacher in Woodlawn Seminary, Gordonsville, Va., 1907-08; studied at Hardin College, 1909-10; Assistant Art Teacher, *ibid.*, 1910-11; Preparatory Department, 1911-12.

MISS DELPHA HENEGAR, *Stenography, Typewriting*

Graduate Queen City Business College, Springfield, Mo., 1900; Business Course, Hardin College, 1903; short term at Rubicam Business College, St. Louis, Mo., 1904; held positions with Wood & Reed Mercantile Co., Gainesville, Mo., 1901-03; Sanner & Felter Hardware Co., St. Louis, Mo., 1904-07; Bahamas Timber Co., Bahama Islands, 1908-09; Teacher in Hardin College, 1910-12.

MISS LENA M. DICKINSON, *Expression, Physical Culture*

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, Mass., 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10; Teacher in Hardin College, 1911-12.

Faculty

Continued

MRS. DEA CARR SMITH, *Drawing, Design, Painting, Sketching, China Decoration, Clay Modeling, Brass, Leather-craft*

Student of Art League, New York; special pupil of Carl Weber, Philadelphia; scholarship under Walter Satterlee, New York; A. T. Van Lear; Art History Course, Chautauqua, New York; pupil of Herr Punsch and M. J. Iglehart in Design, Marshall Fry, New York, and F. B. Aulich, Chicago, three seasons; Cincinnati School of Design; Ione Wheeler, Blanch Vancourt Schneider and other noted artists; special Tapestry lessons, J. F. Douthitt, New York, Medallist at Atlanta, Ga., Exposition, 1895, and St. Louis World's Fair, 1904; one of four prize winners at Annual China Exhibit at Chicago, 1911, and several premiums Oklahoma State Fair, 1911; Member of National League of Mineral Painters; five years Principal of Art Department, Galloway College, Searcy, Ark.; five years in private studio, Seattle, Wash.; Hardin College, 1898-1900; Liberty Ladies' College, 1900-02; Hardin College, 1902-11; traveling and sketching in Europe, summer of 1907; private studio, Oklahoma City, Okla., 1911-12.

MISS MABEL ELSIE EATON, *Domestic Science (Cooking, Sewing)*

Student Liberty High School, Liberty, Mo.; Graduate of Hardin College, Art and Literary,

1906; Graduate Student and Art Assistant, Hardin College, 1906-07; Art Institute, Chicago, summer of 1909; two years' Proficiency in Cooking, Hardin College, 1904-06; Domestic Science School, Chicago, summer of 1909; Teacher Grade School, Teziutlan, Old Mexico, 1907-08; Student of L. J. Snow's School of Domestic Art, Rockford, Ill., summer 1910; Teacher in Hardin College since 1909.

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary, 1911-12.

MRS. M. L. EATON, *Governess*

Governess in Hardin College, 1900-07, 1909-12.

MRS. TINA B. DOBYNS, *Manager of Boarding Department*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director of Instrumental Department, Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College, 1910-12.

PROF. HENRIK GJERDRUM, *Piano*

Student with different teachers in Christiania, Norway, also with the Conservatory of that city; Studied with Mrs. Astrid Onarheim, 1904-05; finished and left for America same year. Private teaching in Valley City, N. D., 1905-08. During that time concert work with artists of international reputation. Returned to Europe spring of 1908; resumed studies with Mrs. Onarheim in Christiania until August, 1909; fall term of lessons with Court-pianist Vianna da Motta in Berlin, Germany. Left for America spring of 1910; Concert and Chautauqua work summer of 1910; studying and traveling in Norway and Germany, summer 1912; Teacher in Hardin College, 1910-12.

MRS. MAY BEESLEY ADAM, *Voice*

Graduate Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three years in Europe, 1890-93, as Pupil of Frau Otto Alvsleben, Fräulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement Tettedoux, Paris; 1896-97, Dresden, Germany; Pupil of Fräulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; Taught in private Studio, two years at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati,

Ohio, 1903-04; Voice Department, Harcourt Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German and French; Hardin Conservatory since 1907.

MISS JESSIE FRANCES GUPTON, *Assistant in Voice*

Graduate High School, Montgomery, Mo., 1907; Student in Hardin College in Piano and Voice, 1907-09, Graduating from Voice Department, 1909; Post-Graduate Work, Hardin College, 1910-11; Special Work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago, summer of 1910; Private Teaching in Montgomery, Mo., 1908-10; Teacher in Hardin College, 1910-12.

MISS ELIZABETH LAWSON, *Piano*

Three years' study in Piano, Hardin College, 1903-06; Graduate in Piano, *ibid.*, 1905; Post-Graduate Course, Piano and Counterpoint, *ibid.*, 1905-06; Private Teaching, St. Louis, Mo., 1906-07; Course of Piano Lessons under Prof. E. R. Kroeger, St. Louis, Mo.; Private Teaching, Senath, Mo., 1907-08; ten weeks' study under Josef Lhevinne, Berlin, summer 1911; Teacher in Hardin since 1908.

MISS JANE LAWRENCE, *Piano*

Early Education in Public Schools, San José, Cal., Graduating in 1903; Student at the University of the Pacific Conservatory one year, finishing Junior Course; Student at the State Academy of Idaho, and also taught private pupils in Piano, 1906-07; Student at McMinnville Conservatory of Music, McMinnville, Ore., 1907-08, Graduating in 1908; Taught in McMinnville Conservatory of Music, 1908-09; had large private classes in San José, Cal., two years, and Pocatello, Idaho, three years; Studied Piano with Allen Spencer and Harmony and Normal Work with Miss Robyn at American Conservatory, Chicago, 1910-11; Teacher in Hardin College, 1911-12.

MRS. RUBY CANNON PEELER, *Piano*

Graduate High School, Elsberry, Mo., 1899; Student in Stephens College in Piano, Voice, Harmony, Theory, History of Music and Art, Expression, 1899-1901; Graduated in Expression 1900, in Piano 1901; Private Teaching in North Dakota, 1901-02; Private Teaching in Elsberry, Mo., 1902-04; Post-Graduate Work in Piano and Harmony under T. Carl Whitmer, Director of the Conservatory of Music, Pittsburg, Pa., 1905-07; Special Student in German and Piano under Vratislav Mudroch, 1907-09.

MISS SUSAN A. WEBB, *Violin, Harmony*

Studied at Mount Allison Conservatory of Music, Sackville, N. B., Canada; Violin under A. F. Ayer, 1892-93, under C. L. Chisholm,

1893-98; at Chicago Musical College, February, 1902, to July, 1904; Violin under Jacobsohn, Diestel, Spiering; Harmony with Campbell-Tipton; History and Composition with Borowski; Ensemble Playing under Steindel and H. Diestel; Teacher's Certificate, 1903; Graduating Diploma, 1904. Taught Private Class in Truro, Nova Scotia, winter 1901-02; Private Pupils in Maywood, Ill., 1903-04; Taught Violin, Piano, Theory, Harmony, History at Birmingham Seminary, Birmingham, Ala., 1904-06; summer class, as Student-Teacher, in Musical History at Cincinnati Conservatory, 1905; played Viola in the Woman's Orchestra, Los Angeles, winter 1906-07; Taught at St. Mary's College, Dallas, Texas, 1907-08, subjects: Violin, Harmony, Sight-Playing (Piano); Taught at Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va., 1908-11, Violin and Harp; Teacher in Hardin College, 1911-12.





JOHN W. MILLION, A.M., LL.D.

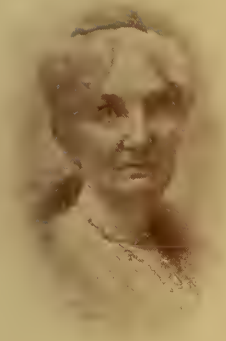
Professor of History and Political Economy, 1895-97; elected
President June 4, 1897; re-elected February 5, 1901;
re-elected February 5, 1906; re-elected
January 10, 1911



THE OFFICE



PRESIDENT MILLION



MRS. RICHARDSON



MRS. EATON



MRS. MILLION



MRS. DOBYNS



MISS HUMPHREY



LITERARY FACULTY

Mr. H. E. Tralle

Miss Blanche Hildebrand

Miss Lutie Vaughan

Mrs. H. M. Richardson

Pres. J. W. Million

Miss Edna M. Robinson

Miss Agnes C. Vaughan

Miss Ethel Thornburgh

Mr. G. C. Motley

Mr. W. B. Peeler

Mrs. J. W. Million

Miss Ida E. Schnirel

Miss Delpha Henegar



FINE ARTS FACULTY

Miss Lena Dickinson

Miss Elizabeth Lawson

Miss Jane Lawrence

Miss Susan Webb

Professor Gjerdrum

Professor Guerne

Mrs. Adam

Miss Frances Gupton

Mrs. Dea Carr Smith

Mrs. W. B. Peeler

Miss Mable Eaton



HARDIN COLLEGE AND CONSERVATORY
Founded and Endowed by Governor Hardin in 1873

Hardin College and Conservatory for Young Women

FOUNDED AND ENDOWED BY
GOV. CHARLES H. HARDIN, A.M., LL.D.

JUNE 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1912:

Grounds, eleven acres, worth.....	\$ 40,000.00
Buildings, worth.....	75,000.00
Endowment.....	85,000.00
Library, Apparatus, Furniture.....	20,000.00
	<u>\$220,000.00</u>

By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal until the endowment amounts to

ONE-HALF MILLION DOLLARS (\$500,000)

Thus the permanency of the institution is well assured. Beautiful shade trees cover a large part of the College grounds, ten acres in area.

GROWTH OF ENDOWMENT

Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 from \$36,028 to

1885.....	\$37,265	1901.....	\$64,300
1890.....	45,331	1902.....	65,500
1895.....	53,555	1903.....	67,000
1896.....	55,128	1904.....	69,000
1897.....	57,000	1905.....	71,000
1898.....	58,700	1909.....	77,655
1899.....	60,600	1911.....	83,000
1900.....	62,250	1912.....	85,000

The College building is amply provided with modern conveniences.

The dormitories are large, with high ceilings, well equipped with substantial furniture, *lighted by electricity and heated by steam*. There are *bath-rooms, closets, hot and cold water on each floor*.

IMPROVEMENTS RECENTLY MADE, PAID
FOR OUT OF ENDOWMENT PROCEEDS
—NOT PAID FOR BY STUDENTS.
THE ADVANTAGE OF AN
ENDOWED SCHOOL IS
THUS MADE CLEAR

Rewiring the building.....	\$1,000.00
Four-hundred-foot well.....	1,000.00
Paving.....	2,200.00
Steel ceiling in Concert Hall.....	600.00
Painting and repairs.....	1,200.00
	<u>\$6,000.00</u>

Many additions are being made annually to the Library. During 1909-1910, 250 volumes were added to the Library, 50 of these being donated by Prof. J. W. Barley, head of the English Department. The Library is now reasonably adequate for Junior College work.

SECURITY FROM FIRE

(1) Six *stairways* lead from the upper to the lower stories; (2) *four* solid brick walls range east and west through the building and *eight* brick walls run north and south; (3) *five* iron ladders on



FRONT HALL

the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) *a night-watch on duty all night*; (7) a fire alarm system, including drills, has been inaugurated; (8) two substantial fire-escapes (iron stairways) were added during the summer of 1903.

THE COLLEGE FAMILY

Consists of the President's family, Lady Principal, Governess, teachers, and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily coöperate with the administration. Only young ladies who have been trained at home to *obedience and truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY,

to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the campus, or elsewhere, young ladies are expected to maintain toward each other, as well as toward teachers, that graceful bearing, gentle modesty and kind consideration which are the invariable accompaniments of good breeding. At receptions the dress

should be simple. Elaborate and costly evening dress for school-girls is not in good taste.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgment of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

EUROPEAN TOURS

Mrs. H. M. Richardson, the Lady Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea Carr Smith, head of the Art Department, made with a party a tour of art centers in Europe during the summer of 1907. Miss Louise P. Smith, Associate in Greek and Latin for two years, spent the summer of 1909 touring Europe. Miss Smith, Miss Jack, head of the Department of Expression for four years, and Miss Elizabeth Patterson, for two years Associate in Greek and Latin, visited Europe during the summer of 1910. Miss Elizabeth Lawson, for several years student, and now teacher in Hardin, studied and traveled in Europe during the summer of 1911.

Parents who wish to consider such a trip for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperon, will do well to correspond with us. Almost every year some of our teachers are going abroad for travel or study, or both. Arrangements can be made for foreign travel and study that will be quite satisfactory to both student and teacher. We shall be pleased to have our patrons confer with us about this matter.

Calendar of Events

September 12—School opened.

September 16—Y. W. C. A. reception in the college parlors.

October 2—Girls attended foot-ball game at the Academy.

October 6—First informal reception.

October 13—Rev. D. B. Ray, Missionary Secretary, visited the college.

October 14—Miss Myra Withers, Y. W. C. A. Secretary, visited the school.

October 21—Picnic at Sneed's Ford.

October 22—Miss Buhlmeier, from Baltimore, gave an interesting talk at the Baptist Church, girls attending in a body.

October 23—President and Mrs. Million at home to the College Faculty.

October 26—Teachers' Recital.

October 28—Halloween.

November 3—Students enjoyed "The White Elephant" given by the Elks, at the Ferris Grand.

November 12—Beginning of the Y. W. C. A. week of prayer.

November 14—President Million led the chapel exercises with prayer for the Y. W. C. A. and talked on "Working Girls."

November 16—Miss Dickinson and the Dramatic Club gave a Japanese Tea for the Faculty, from 4:00 to 5:00, in college parlors.

November 16—Japanese Play, Drill and Wedding by the Dramatic Club at 8:00 p. m. in the Auditorium.

November 18—Mrs. Million conducted the parlor meeting and gave a régime of a lecture on Sinai, its monastery and manuscripts.

November 24—Group of students attended the Missouri-Kansas foot-ball game at Columbia.

November 29—Thanksgiving.

Art Class gave studio breakfast. Students attended services at the Methodist Church, sermon by the Baptist minister, Rev. J. E. Ayscue.

December 1—Second Informal Reception.

December 2—Pupils' Recital at 4:00 p. m. in Concert Hall.

December 3—Dr. Barley conducted the parlor meeting and read "Everywoman."

December 7—Post-Graduate Recital in Violin, by Miss Georgia Erwin.

December 11—Recital by pupils of Mrs. Adam and Professor Guerne.

December 19-January 4—Christmas vacation.

January 14-21—Examinations.

January 22—The Russian pianist, Josef Lhevinne, gave recital in the Auditorium. Reception to out-of-town visitors afterwards in the College parlors.

February 4—Parlor meeting conducted by Miss Myra Withers, Y. W. C. A. Secretary.

February 13—Dr. and Mrs. Tralle at home to Dr. Tralle's classes from 2:00 to 3:00; and to the Faculty from 8:00 to 10:00.

February 15—Violin Recital by Miss Webb, head of the Violin Department.

February 16-18—North Missouri Students' Y. W. C. A. Convention held here in Baptist Church. Speakers: Mrs. Seldon P. Spencer, St. Louis; Miss Margery Melcher, Secretary Student Volunteer Movement, New York City; Miss Oolooah Burner, Secretary National Board, New York City; Miss Myra Withers, Student Secretary, St. Louis; Miss Mary McElroy, Executive Secretary, St. Louis.

February 22—Girls attended D. A. R. reception at the Ringo parlors.

February 28—Mrs. Million escorted a group of students to Columbia to hear Kubelik.

February 29—Trades' Parade at the Ferris Grand.

March 4—Mr. Stocks gave the young ladies of his Sunday-School class a sleigh ride.

March 7—Mr. Arthur Frazer, Pianist, in College Auditorium.

March 18—Westminster Glee Club in Hardin College Concert Hall.

March 29—Reception to Seniors by Juniors.

March 30—Recital by pupils of Mrs. Adam and Professor Gjerdrum.

April 1—Senior and Junior Classes have their usual struggle for supremacy of colors.

April 18—Miss Gupton and some of the students heard the Minneapolis Symphony Orchestra at Columbia, Mo.

April 19—Violin Recital in Auditorium.

April 22—Sylvester's oil paintings on exhibition in Hardin College parlor for ten days.

April 26—Latin classes gave play, "The Menæchmi of Plautus."

April 27—Piano recital, pupils of Miss Lawrence.

April 29—Dramatic Club presented "As You Like It."

May 2—Post-Graduate Violin Recital.

May 6—Piano Recital, pupils of Professor Gjerdrum.

May 10—Piano Recital, pupils of Professor Guerne.

May 11—Piano Recital, pupils of Miss Lawson.

May 13—Senior Expression Recital.

May 14—Senior Piano Recital, pupils of Professor Gjerdrum.

May 16—Piano Recital, pupils of Professor Guerne.

May 20—Senior Voice Recital, pupils of Mrs. Adam.

May 21—Senior Piano Recital, pupils of Miss Lawson.

May 23—Afternoon and Evening, Art Levee.

May 24—Senior and Post-Graduate Piano Recital, pupils of Professor Guerne.

May 26—Baccalaureate Sermon, Rev. J. E. Dillard, St. Louis, Mo.

May 27—Alumnæ Banquet.

May 28—Class Day.

May 28—Commencement Exercises, 8:00 p. m.
Address by Dr. Nathaniel Butler,
Chicago.



Religious Privileges

Young ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S CHRISTIAN ASSOCIATION of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians, to do active work among the unconverted, and thus to gain experience in doing good works, so that when school days are over, our students may take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. Officers for 1912-1913

President—Eva Hoge....Heavener, Okla.

Vice-President—Bess Gwyn.Kennett, Mo.

Secretary—Mary Sears....Pingtu, China

Treasurer—Maude Barbee.Vandalia, Mo.

Chairman of Mission Committee—
Frances Graham.....Mineola, Mo.

Chairman of Program Committee—
Marjorie Nicol.....Telluride, Colo.

Chairman of Social Committee—Gladys
StricklandRockport, Mo.

Chairman of Membership Committee—
Edna Klein.....Iola, Kan.

Chairman of Extension Committee—
Margaret Million.....Mexico, Mo.

Chairman of Music Committee—Arlo-
wein Mitchell.....Elsberry, Mo.

Chairman of Poster Committee—Bueh-
ler Rhodes.....Greenville, Mo.

Honors

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

Recent winners of scholarship medals:
Miss Anna May Moore, Paris, Mo.,
1907.

Miss Clara Haggard, Mexico, Mo.,
1908.

Miss Linnie Scott, Clinton, Mo., 1909.
Miss Pauline Bretch, Hobart, Okla.,
1910.

Miss Lucy Denham, Mexico, Mo., 1911.



Y. W. C. A. CABINET

Standing, left to right—Marjorie Nicol, Telluride, Colo.; Francis Graham, Mincola, Mo.; Arlowein Mitchell, Ellsberry, Mo.; Edna Klein, Iola, Kan.;
Bess Gwyn, Kennett, Mo.; Maude Barbee, Vandalia, Mo.; Buehler Rhodes, Greenville, Mo.

Sitting, left to right—Mary Sears, Pingtu, China; Gladys Streckland, Rockport, Mo.; Eva Hoge, Heavener, Okla.;
Margaret Million, Mexico, Mo.



MRS. RICHARDSON'S BIBLE CLASS AND Y. W. C. A. CABINET OFF FOR A RIDE

Register, 1911-1912

Alexander, Rowena.	Missouri	Floyd, Anna.	Oklahoma
Anderson, Willie.	Missouri	Fonville, Ladie.	Mexico, Mo.
Andrews, Susie.	Illinois	Fonville, Mary Gay.	Mexico, Mo.
Angel, Alberta.	Missouri	Friedman, Vera.	Missouri
Baker, Otie.	Missouri	Frost, Alta.	Illinois
Barbee, Maude.	Missouri	Fry, Hazeltine.	Missouri
Beachy, Bernice.	Kansas	Gant, Edna.	Missouri
Beal, Zola.	Mexico, Mo.	Gaston, Edna.	Texas
Beets, Teresa.	Kansas	Genrich, Ethel.	Mexico, Mo.
Betz, Nina.	Mexico, Mo.	Gibbs, Eula.	Mexico, Mo.
Blakely, Myrtle.	Missouri	Graham, Frances.	Missouri
Blanks, Dorothy.	Mexico, Mo.	Graham, Helen.	Mexico, Mo.
Bledsoe, Vergie.	Mexico, Mo.	Green, Edna.	Missouri
Block, Bettie.	Colorado	Gregory, Mary Isabel.	Mexico, Mo.
Botts, Ligia.	Mexico, Mo.	Griswold, Alberta.	Missouri
Bradley, Irene.	Missouri	Guthrie, Frances.	Mexico, Mo.
Brown, Hattie.	Mexico, Mo.	Gwyn, Bess.	Missouri
Buckner, Mary.	Missouri	Hack, Dixie.	Illinois
Byrns, Anna.	Mexico, Mo.	Harvey, Bonnie.	Texas
Callison, Margaret.	Missouri	Harvey, Ethel.	Missouri
Campbell, Mary.	Colorado	Hayes, Freda.	Oklahoma
Chamberlin, Julia.	Colorado	Hayes, Katherine.	Oklahoma
Clem, Jessie.	Oklahoma	Henderson, Lillian.	Mexico, Mo.
Coatsworth, Helen.	Mexico, Mo.	Henegar, Delpha.	Missouri
Collins, Evelyn.	Oklahoma	Henneman, Mildred.	Iowa
Considine, Bettie Mae.	Mexico, Mo.	Hill, Vera.	Kansas
Copeland, Hallie.	Missouri	Hinsdale, Jennie.	Mexico, Mo.
Covington, Dick.	Missouri	Hitt, Hazel.	Missouri
Covington, Ruth.	Missouri	Hoefel, Katherine.	Missouri
Cox, Audra.	Kansas	Hoge, Eva.	Oklahoma
Cox, Essie.	Kansas	Hook, Willie.	Mexico, Mo.
Craddock, Isabel.	Mexico, Mo.	Hooper, Dora.	Missouri
Crawford, Mrs. Nora.	Mexico, Mo.	Hopkins, Mary.	Mexico, Mo.
Crosby, Ethel.	Mexico, Mo.	Horsbrugh, Lillian.	Texas
Crosby, Florence.	Mexico, Mo.	Hudson, Mary.	Mexico, Mo.
Crum, Bird.	Mexico, Mo.	Hunter, Helen.	Missouri
Cunningham, Gertrude.	Mexico, Mo.	Hupe, Emma.	Missouri
Cunningham, Margaret.	Mexico, Mo.	Irvine, Mrs. E. A.	Missouri
Curtis, Letha.	Kansas	Jackson, Eva Lee.	Mexico, Mo.
Curtis, Naomi.	Missouri	Jacoby, Mary.	Missouri
Davis, Lelia.	Missouri	Johnson, Frances.	Mexico, Mo.
Denham, Lucy.	Mexico, Mo.	Johnson, Mildred.	Mexico, Mo.
Dickson, Rose.	Missouri	Johnson, Tazzie.	Mexico, Mo.
Douglass, Vera.	Texas	Johnson, Velma.	Mexico, Mo.
Drennan, Phoebe.	Missouri	Johnston, Mattie.	Illinois
Edwards, Buvetta.	Kentucky	Jones, Alma.	Missouri
Erwin, Georgia.	Missouri	Jones, Candace.	Missouri
Etz, Jessie.	Missouri	Jones, Vesta.	Missouri
Evans, Edna.	Missouri	Keltner, Mrs. J. W.	Mexico, Mo.
Everly, Clara.	Missouri	Keltner, Lillian.	Mexico, Mo.
Faddis, Effie.	Missouri	Keyes, Carrie.	Missouri
Fairchild, Addie.	Missouri	Klein, Edna.	Kansas
Farris, Charlotte.	Missouri	Kreis, Flora.	Missouri
Farris, Josephine.	Missouri	Larson, Edna.	Oregon
Fedderson, Lena.	Kansas	Lawson, Virginia.	Missouri
Fensky, Alva.	Missouri	Linn, Ruhe.	Colorado

Lipscomb, Willie.....	Mexico, Mo.	Shocklee, Prudence.....	Missouri
McAlister, Merle.	Illinois	Shy, Elizabeth.	Oklahoma
McBride, Joy.	Oklahoma	Simon, Ruth.	Missouri
McCloskey, Katherine.	Massachusetts	Simons, Mary.	Oklahoma
McColgan, Erie.	Missouri	Smith, Kathryn.	Missouri
McColgan, Reba.	Missouri	Snidow, Fay.....	Mexico, Mo.
McConnell, Ruth.	California	Somers, Edwina.	Kentucky
McDonald, Grace.	Oklahoma	Sowers, Ruth.	Oklahoma
McIntyre, Helen.....	Mexico, Mo.	Stallings, Mary.....	Mexico, Mo.
McKay, Marguerite.	Missouri	Stewart, Pauline.	Missouri
McQueen, Hazel.	Missouri	Storts, Mattie.	Missouri
Mackey, Lura.	Missouri	Strickland, Gladys.	Missouri
Massey, Ethel.....	Mexico, Mo.	Suess, Gertrude.	Nebraska
Mayfield, Cassie.	Missouri	Sutton, Mrs. Alice.....	Mexico, Mo.
Meyer, Evalena.....	Mexico, Mo.	Talmage, Jessie.....	New York
Middleton, Mary.	Missouri	Thompson, Selma.	Arkansas
Million, Margaret.....	Mexico, Mo.	Tinsley, Martha.....	Mexico, Mo.
Mitchell, Arlowein.	Missouri	Torreyson, Edith.	Missouri
Mitchell, Mabel.	Oklahoma	Tralle, Mrs. H. E.....	Mexico, Mo.
Moerschel, Alma.	Missouri	Tralle, Margaret.	Mexico, Mo.
Morris, Pearl.....	Mexico, Mo.	Tralle, Mildred.	Mexico, Mo.
Moss, Alta.	Missouri	Van Winkle, Mary.....	Missouri
Mueller, Gertrude.	Missouri	Vaughan, Helen.	Texas
Munger, Florence.	Missouri	Walcott, Helen.	Oklahoma
Myers, Wanda.	Oklahoma	Walker, Rose.	Missouri
Nelson, Emma Sue.....	Missouri	Wallace, Josephine.....	Mexico, Mo.
Nicol, Marjorie.	Colorado	Wallace, Mildred.....	Mexico, Mo.
Palmer, Harriet.	Kansas	Walser, Gladys.	Missouri
Palmer, Helen.	Kansas	Wesner, Estelle.	Kansas
Powell, Pauline.....	Mexico, Mo.	West, Arvilla.	Missouri
Powell, Virginia.	Missouri	White, Buena.	Oklahoma
Reed, Stella.	Missouri	White, Pauline.	Missouri
Rhodes, Buehler.	Missouri	Wigginton, Melinda.	Missouri
Riddle, Cozy.	Missouri	Wilburn, Susie.	Missouri
Rix, Amelia.	Texas	Wilson, Sue.	Missouri
Robertson, Ruth.....	Mexico, Mo.	Windmiller, Marie.	Illinois
Robinson, Blanche	Missouri	Wise, Hermena.	Missouri
Robnett, Willie.....	Mexico, Mo.	Witherspoon, Alice.....	Mexico, Mo.
Rodgers, Jane.....	Mexico, Mo.	Wonneman, Helena.....	Mexico, Mo.
Sears, Mary.	China	Woods, Ruth.	Missouri
Sellard, Floy.....	Mexico, Mo.	Worrell, Dorothy.....	Mexico, Mo.
		Wright, Susie.	Missouri

Classified List

Piano.	125	Gymnasium.	28
Literary.	121	Violin.	15
Voice.	55	Business.	10
Art.	33	Round Table.	5
Domestic Science.	33	Organ.	1
Expression.	30		

Graduates 1912

LITERARY

Alta Frost, A.B.....Jonesboro, Illinois
 Willie Hook, A.B.....Mexico, Missouri
 Helen Vaughan, A.B.....Big Spring, Texas
 Zola Beal, B.L.....Mexico, Missouri
 Julia Chamberlin, B.L.....Holyoke, Colorado
 Ethel Harvey, B.L.....California, Missouri
 Erie McColgan, B.L.....Dexter, Missouri
 Cozy Riddle, B.L.....Dexter, Missouri
 Buena V. White, B.L.....Oologah, Oklahoma

PIANO

Florence Crosby.....Mexico, Missouri
 Addie May Fairchild.....Benton City, Missouri
 Dora G. Hooper.....Senath, Missouri
 Mattie Johnston.....Carlyle, Illinois
 Flora Bernidette Kreis.....St. Louis, Missouri
 Edna Larson.....Marshfield, Oregon

Gertrude Mueller.....California, Missouri
 Amelia T. Rix.....Big Spring, Texas
 Hermena Wise.....Wellsville, Missouri

VOICE

Audra Cox.....Independence, Kansas
 Grace McDonald.....Sallisaw, Oklahoma
 Amelia T. Rix.....Big Spring, Texas

EXPRESSION

Helen Palmer.....Fort Scott, Kansas
 Martha Tinsley.....Mexico, Missouri
 Melinda Wigginton.....Elsberry, Missouri

REGULAR ART

Lillian Horsbrugh.....Amarillo, Texas
 Dakota Estelle Wesner.....Baldwin, Kansas
 Fay Snidow.....Mexico, Missouri

Proficients

PIANO

Maude Barbee.....Vandalia, Missouri
 Delpha Henegar.....Gainesville, Missouri
 Eva Hoge.....Heavener, Oklahoma
 Mabel Mitchell.....Ponca City, Oklahoma
 Floy Sellard.....Mexico, Missouri
 Mary Simons.....Enid, Oklahoma
 Margaret Tralle.....Mexico, Missouri
 Helen Walcott.....Ardmore, Oklahoma

VOICE

Willie Mabel Anderson.....Springfield, Missouri
 Mary Simons.....Ardmore, Oklahoma
 Buena White.....Oologah, Oklahoma

VIOLIN

Bird Crum.....Mexico, Missouri

PUBLIC SCHOOL MUSIC

Alva Fensky.....St. Louis, Missouri
 Amelia Rix.....Big Spring, Texas

BUSINESS COURSE

Betty Block.....Denver, Colorado
 Sue Wilson.....Montgomery City, Missouri

STENOGRAPHY

Anna Byrns.....Mexico, Missouri
 Mabel Mitchell.....Ponca City, Oklahoma
 Marjorie Nicol.....Telluride, Colorado
 Mary Sears.....Pingtu, China

COOKING

Teresa Beets.....Paola, Kansas
 Audra Cox.....Independence, Kansas
 Essie Cox.....Elk City, Kansas
 Lelia Davies.....Maysville, Missouri
 Jessie Etz.....Macon, Missouri
 Vera Hill.....Smith Center, Kansas
 Hazel Hitt.....Maysville, Missouri
 Dora Hooper.....Senath, Missouri
 Grace McDonald.....Sallisaw, Oklahoma
 Mabel Mitchell.....Ponca City, Oklahoma
 Melinda Wigginton.....Elsberry, Missouri

SEWING

Maude Barbee.....Vandalia, Missouri
 Lelia Davies.....Maysville, Missouri
 Bess Gwyn.....Kennett, Missouri
 Vera Hill.....Smith Center, Kansas
 Hazel Hitt.....Maysville, Missouri

Post-Graduates, 1912

PIANO

Ruth Robertson.....Mexico, Missouri
 Kathryn Bankhead Smith..Clarksville, Missouri

VOICE

Virginia Lawson, one semester's work.....
Cape Girardeau, Missouri

VIOLIN

Georgia Erwin.....Clarence, Missouri

Course of Study

College Preparatory

LATIN COURSE

Eighth Grade Work in Public School Completed
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR

First Semester

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester

English [continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Elementary English History [cont'd] (2½).

SECOND YEAR

First Semester

Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester

English [same, continued] (5).
Bible Study, elective.
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR

First Semester

Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester

English [same, continued] (4).
Bible Study, elective.
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR

First Semester

English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester

American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three books, and Ovid (4).
French (3) or German (3).

Junior College

LATIN COURSE

JUNIOR YEAR

First Semester

General Survey Course in English Literature (3).
Trigonometry, Plane and Spherical (3).
European History (3).
Physics (3).
Horace, Odes, about four books (3).

Second Semester

Advanced English Composition (3).
College Algebra (3).
European History (3).
Physics (3).
Roman Comedy, about four plays (3).

SENIOR YEAR

First Semester

Shakespeare (3).
Chemistry (3).
Analytics (3), elective.
Psychology (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
Cicero's Letters [Abbott's Edition], about two-thirds of Letters (3).

Second Semester

Shakespeare [continued], or Anglo-Saxon Grammar and Prose (3).
Chemistry (3).
Ethics (2), elective.
History of Art (2), elective.
Advanced American History (3).
Political Economy (2).
Pliny's Letters [Westcott's Edition], Martial (3).

Courses in Religious Pedagogy, page 39 (elective), may be taken by regular Literary students or by special students in any year desired.

Students who have had four years' Preparatory Latin, but not the full six books of Vergil and Ovid required in our fourth year, must make up the Ovid, unless they elect the fifth year of Latin and do it in a creditable way, in which case they are not required to make up the Ovid.

College Preparatory

MODERN LANGUAGE COURSE

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR

First Semester

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry], if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester

English [same, continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Elementary English History [cont'd] (2½).

SECOND YEAR

First Semester

Elements of English Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester

English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR

First Semester

Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
French (5) or German (5).

Second Semester

English [same, continued] (4).
Plane Geometry (4).
Cicero, four Orations (4).
French (5) or German (5).

FOURTH YEAR

First Semester

English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
English History (3).
Vergil, three books (4).
French (3) or German (3).

Second Semester

American Literature (3).
Higher Algebra (4).
English History (3).
Vergil, three books, and Ovid (4).
French (3) or German (3).

Junior College

MODERN LANGUAGE COURSE

JUNIOR YEAR

First Semester

General Survey Course in English Literature (3).
 Trigonometry, Plane and Spherical (3).
 European History (3).
 Physics (3).
 German (3) or French (3).

Second Semester

Advanced English Composition (3).
 College Algebra (3).
 European History (3).
 Physics (3).
 German (3) or French (3).

SENIOR YEAR

First Semester

Shakespeare (3).
 Analytics (3), elective.
 Chemistry (2).
 Psychology (2), elective.
 History of Art (2), elective.
 Advanced American History (3).
 Political Economy (2).
 German (3) or French (3).

Second Semester

Shakespeare [continued] or Anglo-Saxon Grammar and Prose (3).
 Chemistry (2).
 Ethics (2), elective.
 History of Art (2), elective.
 Advanced American History (3).
 Political Economy (2).
 German (3) or French (3).

Courses in Religious Pedagogy, page 39 (elective), may be taken by regular Literary students or by Special students in any year desired.

Students who can offer only three years of Latin may continue in the Modern Language course and graduate by taking three years each of German and French.

College Preparatory

CLASSICAL (GREEK) COURSE

Eighth Grade Work in Public School Completed.
(Figures in parentheses mean hours of recitation per week.)

FIRST YEAR

First Semester

English, Grammar and Elements of Composition (5).
Beginning Latin (4).
United States History (2½).
Rational Arithmetic (5).
Descriptive Geography [Tarr & McMurry] if needed (2½).
Spelling [Sandwick & Bacon].
Penmanship, if needed.
Elementary English History, if needed (2½).

Second Semester

English [same, continued] (5).
Beginning Latin [continued] (4).
Civil Government [Boynton] (2½).
Rational Arithmetic [continued] (5).
Physical Geography [Gilbert & Brigham] (2½).
Spelling [continued].
Elementary English History [continued] (2½).

SECOND YEAR

First Semester

Elements of English, Composition and Rhetoric (5).
Algebra through Fractions (5).
Cæsar, one and a half books, and Prose Composition (4).
Ancient History (3).

Second Semester

English [same, continued] (5).
Algebra through Quadratics (5).
Cæsar, two and a half books, and Prose Composition (4).
Ancient History (3).

THIRD YEAR

First Semester

Preparatory English Literature (4).
Plane Geometry (4).
Cicero, three Catilinian Orations (4).
Greek, Grammar and Prose Composition (5).

Second Semester

Preparatory English Literature (4).
Plane Geometry (4).
Cicero, four Orations (4).
Greek, Anabasis and Prose Composition (5).

FOURTH YEAR

First Semester

English, Advanced Rhetoric and Composition (3).
Solid Geometry (3).
Vergil, three books (4).
Anabasis and Prose Composition (5).

Second Semester

American Literature (3).
Higher Algebra (4).
Vergil, three books, and Ovid (4).
Odyssey, six books, and Prose Composition (5).

Junior College

CLASSICAL (GREEK) COURSE

JUNIOR YEAR

First Semester

General Survey Course in English Literature (3).
Trigonometry, Plane and Spherical, or European History or Physics (3).
Horace, Odes, about four books (3).
Lysias, ten Orations (4).

Second Semester

Advanced English Composition (3).
College Algebra or European History or Physics (3).
Roman Comedy, about four plays (3).
Demosthenes, Plato's Apology and Crito, three Orations (4).

SENIOR YEAR

First Semester

Shakespeare (3).
Analytics (3) or Psychology (2) or Chemistry (3), elective.
History of Art (2).
Advanced American History (3).
Cicero's Letters [Abbott's Edition], about two-thirds of Letters (3).
Æschylus, "Prometheus;" Sophocles, "Antigone;" Euripides, "Medea" (4).

Second Semester

Shakespeare [continued] or Anglo-Saxon Grammar and Prose (3).
Ethics (2) or Chemistry (3), elective.
History of Art (2).
Advanced American History (3).
Pliny's Letters [Westcott's Edition], Martial (3).
Homer's Iliad, Advanced Course (4).

Courses in Religious Pedagogy, page 39 (elective), may be taken by regular Literary Students or by Special students in any year desired.

Grade or Rank of Literary Work Done at Hardin

Hardin is now Doing Four Years of High School Work and Two Years of College Work Beyond the High School

HARDIN AT THE UNIVERSITY OF MISSOURI

One A.B. graduate of Hardin, 1905, graduated A.B., August, 1907.

One A.B. graduate of Hardin, 1906, graduated A.B., June, 1908.

One A.B. graduate of Hardin, 1907, graduated A.B., June, 1909.

One A.B. graduate of Hardin, 1906, graduated A.B., August, 1908.

Report of Irvin Switzler, Registrar, January 25, 1910.

9 majors work in the University and graduated A.B., June, 1908. In residence only four quarters.

Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (ST. LOUIS)

One A.B. graduate of Hardin, 1906, graduated A.B., June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.

HARDIN AT THE UNIVERSITY OF CHICAGO

One A.B. graduate of Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, received 27 majors credit "advanced standing," took

ENGLISH LANGUAGE AND LITERATURE.—MISS EDNA M. ROBINSON, MISS MARY B. HILDEBRAND, MISS LUTIE VAUGHAN

Grammar.—English Grammar.—An elementary course in practical English Grammar. The exercises of the course will consist mainly in sentence analysis and short compositions to illustrate the grammatical principles.

Reading of some masterpieces of literature. Miss Lutie Vaughan.

First Year Preparatory.—Five hours.

1. English Composition.—An elementary course in English Composition.
2. Study of some masterpieces of literature. Miss Hildebrand.

Second Year Preparatory.—Five hours.

1. English Composition and Rhetoric.—This course attempts to make students familiar with the principles of English Composition. It will consist of exercises based upon text-book study and themes.

2. Study of several masterpieces required for college entrance. Miss Hildebrand.

Third Year Preparatory.—Four hours.

English Literature.—About three-fourths of the hours of instruction will be devoted to

the study of masterpieces and to the history of literature. The remaining time will be given to composition. Miss Robinson.

Fourth Year Preparatory.—Three hours.

Advanced Rhetoric and Composition.—Especial emphasis will be placed on composition and rhetoric. Supplementary work in literature, however, will be offered if necessary to meet the needs of the class.

The second semester will be given mainly to the study of American Literature. Miss Robinson.

Junior Year.—Three hours.

First Semester.—General survey course in Literature. The aim of the course is to lay before the student the whole field of English Literature in its successive periods from the earliest beginnings down to the present day. A large amount of reading will be required.

Second Semester.—Advanced Composition.—A knowledge of Rhetoric will be assumed and attention confined to the art of clear and effective expression. Short and long themes. Lectures. Personal consultation. Miss Robinson.



LITERARY SENIORS

Standing, left to right—Cozy Riddle, Dexter, Mo.; Erie McColgan, Dexter, Mo.; Buena V. White, Oolagah, Okla.; Julia Chamberlin, Holyoke, Colo.; Alta Frost, Jonesboro, Ill.

Sitting, left to right—Willie Hook, Mexico, Mo.; Zola Beal, Mexico, Mo.; Helen Vaughan, Big Springs, Texas; Ethel Harvey, California, Mo.

Senior Year.—Three hours.

First Semester.—Shakespeare. Careful study of a few selected plays and the rapid reading of a number of others.

Second Semester.—Shakespeare continued,

or Anglo-Saxon Grammar and Prose. An elementary course in Old English Grammar with easy readings. The object of the course is to acquaint the student with the antecedents of modern English words and inflections.

MATHEMATICS.—MR. PEELER, MR. MOTLEY and MISS LUTIE VAUGHAN

First Year Preparatory.—Five hours.

The Rational Arithmetic completed. Miss L. Vaughan.

Second Year Preparatory.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary Course. Mr. Motley.

Third Year Preparatory.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Wells' New Plans and Solid Geometry. Mr. Motley.

Fourth Year Preparatory.—Three hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the ele-

mentary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binomial theorem, logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course. Mr. Peeler.

Junior Year.—Three hours.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra. Mr. Peeler.

Senior Year.—Three hours.

Analytics, elective. Text, Ashton's Analytic Geometry. Mr. Peeler.

HISTORY AND POLITICAL ECONOMY.—PROF. JOHN W. MILLION, MR. GUY MOTLEY, MISS MARY BLANCHE HILDEBRAND, MISS AGNES CARR VAUGHAN, and MISS LUTIE VAUGHAN

HISTORY.—First Year Preparatory.—Two and one-half hours.

Outline course in United States History. Text, Channing. Miss L. Vaughan.

Elementary English History, if needed. Miss Hildebrand.

Second Year Preparatory.—Three hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, Myers' "Ancient History," Guerber's Myths of Greece and Rome." Miss Hildebrand.

Fourth Year Preparatory.—Three hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the

kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work. Mr. Motley.

Junior Year.—Three hours.

Mediæval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and Louis XIV.; Colbert's work; the Northern nations; the Southeastern part of Europe and



DR. TRALLE'S BIBLE CLASS



DR. TRALLE'S CLASSES IN PSYCHOLOGY AND PEDAGOGY

the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be

studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source work will be largely used. Texts, Hart's "Formation of the Union," Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—PRES. MILLION. Two hours

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Texts, Ely & Wicker's "Elementary Economics" and R. T. Ely's "Evolution of Industrial Society."

RELIGIOUS PEDAGOGY.—MR. TRALLE

Early in the year 1911 the trustees of Hardin College voted to establish a professorship of Religious Pedagogy, and elected to the position Dr. H. E. Tralle, who entered upon the work with the opening of the fall semester of the same year, with an initial enrollment of eighty-three in the classes, exclusive of correspondence students.

A library and museum has been established for the use of students in Religious Pedagogy, with an initial expenditure of one hundred fifty dollars for books, maps and models. The courses in Religious Pedagogy provide definite training for practical Christian service in home and church. They prepare for teaching in the Sunday-school, for conducting training classes, and for leading religious meetings. This is the first professorship of Religious Pedagogy in any college in Missouri and the first in a junior college anywhere.

These courses are open to all qualified students, and credit will be given on degrees whenever possible. Students who complete courses one to seven, inclusive, and either course eight or course nine, will receive a certificate of proficiency.

The following courses in Religious Pedagogy are offered for the year 1912-13:

1. *Psychology.*—Two hours.

First Semester.—Fundamental Principles of Psychology—sensation, perception, memory, imagination, reason, emotions, will, etc. Text, Pillsbury's "Essentials of Psychology." Readings in the Psychologies of James, Titchener, Judd, Angell, Jastrow and others.

Second Semester.—Educational Psychology—Nature and development of the mind during childhood and youth, the great life periods, problems of adolescence, heredity, instincts in children, habit-formation, etc. Text, Pyle's "The Outlines of Educational Psychology." Readings in the Psychologies of Kirkpatrick, Hall, Tracy, Sully, Morgan, Bagley, Perez, Münsterberg, and others.

2. *Sunday-School Pedagogy.*—Three hours.

A course of study in story-telling, hand-work, modeling, attention and apperception, educational evangelism, class organization, courses of study, Jesus as a teacher, etc. Text-book, lectures and readings in such standard treatises as those of Weigle, Cope, Lamoreaux, St. John, DuBois, Slattery, Mc-

Kinney and Littlefield. Two hours in class and one hour of practice and observation on Sunday, both semesters.

3. *Sunday-School Management*.—One hour, first semester.

A course of study in Sunday-school movements, organization, equipment, program, methods of work, etc. Text-book, lectures and readings in the treatises of Lawrence, Cope, Mead, Smith, Musselman and Tralle, and others.

4. *Christian Missions*.—One hour, second semester.

An elementary course in the history and methods of missionary effort. Lectures and readings.

5. *The English Bible*.—Two hours.

First semester, history of the English versions of the Bible and of Bible institutions; second semester, outlines of Old Testament

history and New Testament history. Text-books, lectures and readings.

6. *The Bible as Literature*.—One hour.

The Bible and Moulton's "A Short Introduction to the Literature of the Bible."

7. *Historical Geography of Bible Lands*.—One hour.

Syllabi, readings and map-making.

8. *The Life of Christ*.—One hour.

Texts, Sharman's "Studies in the Life of Christ," and Steven's and Burton's "Harmony of the Gospels."

9. *The Life of Paul*.—One hour.

Text, Gilbert's "The Student's Life of Paul." References.

10. *Correspondence Courses*.

These courses are planned to meet the needs of actual and prospective Sunday-school workers, and are open to students of both sexes.

GREEK AND LATIN.—MRS. MILLION and MISS AGNES CARR VAUGHAN

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

GREEK.—*Third Year Preparatory*.—Five hours.

Texts, White's First Year Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar. Miss Agnes Vaughan.

Fourth Year Preparatory.—Five hours.

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar, Merriam's "The Phæaciads of Homer," Merry's "Homer's Odyssey," Books XIII., XIV.; Autenrieth's Homeric Dictionary, Pearson's "Greek Prose Composition." Mrs. Million and Miss Agnes Vaughan.

Junior Year.—Four hours.

Texts, Wait's "Lysias," ten orations; Tyler's "Philippics of Demosthenes," Dyer's "Apology and Crito of Plato." Mrs. Million.

Senior Year.—Four hours.

Tragedy; "Iliad" and "Homeric Antiquities." Mrs. Million.

LATIN.—*First Year Preparatory*.—Four hours.

Texts, Collar and Daniel First Year Latin, Potter's New Method for Cæsar. Miss Agnes Vaughan.

Second Year Preparatory.—Four hours.

Texts, Kelsey's Cæsar, Barss' Writing Latin, Book I. Miss Agnes Vaughan.

Third Year Preparatory.—Four hours.

Texts, D'Ooge's "Cicero," Bennett's Latin Grammar, Barss' Writing Latin, Book II. Miss Agnes Vaughan.

Fourth Year Preparatory.—Four hours.

The equivalent of four books of Cæsar and six orations of Cicero is required before entering this class. Mythology. Text, Guerber's Myths of Greece and Rome, Frieze's Vergil. Miss Agnes Vaughan.

Junior Year.—Three hours.

1. Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

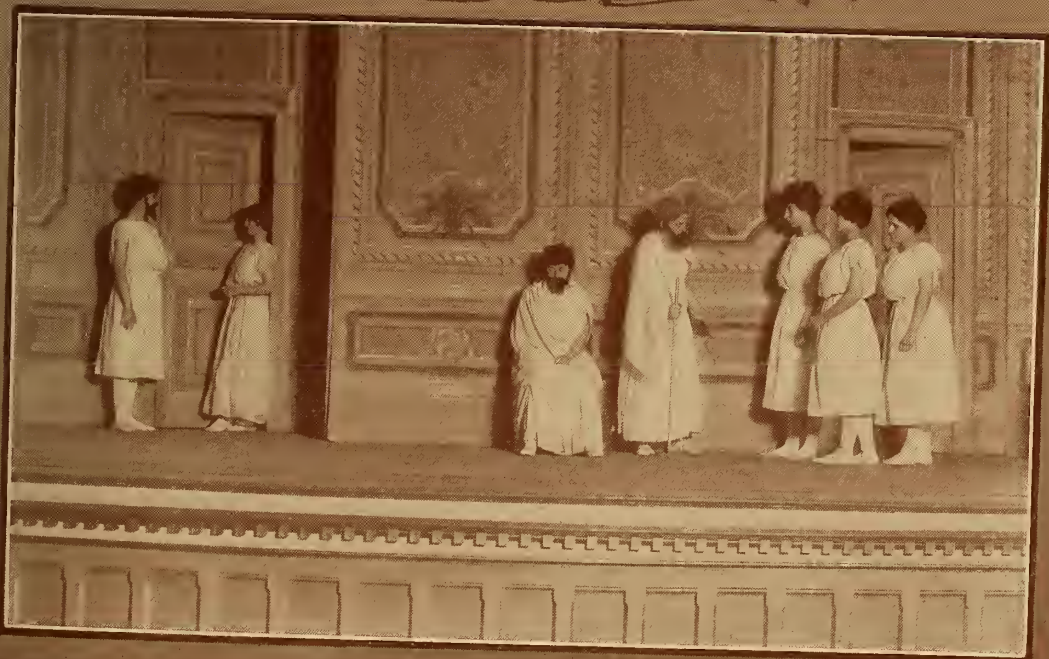
2. Reading of Roman Comedy, chiefly Terence, and study of Roman life. Mrs. Million.

Senior Year.—Three hours.

1. Cicero. Selected Letters and a study of the times as shown in the letters. Text, Abbott's "Cicero's Letters."

2. Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.



SCENES FROM "THE MENÆCHMI OF PLAUTUS"
 Presented in Latin by pupils of Hardin College, Hardin College Auditorium, April 26, 1912

MODERN LANGUAGES.—MISS IDA E. SCHNIREL

First Year German.—Five hours.

"Elements of German," Becker-Rhoades; Glück Auf;" Modern German reading. Conversation, dictation, translation into German, and memorizing of German poems.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs, and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems in "Glück Auf." ("Glück Auf" can be had of Ginn & Co., Chicago, Ill.)

Second Year German.—Three hours.

1. Thomas' Practical German Grammar (revised). Reading, "Minna von Barnhelm," Lessing; "Wilhelm Tell," Schiller; Selections from representative modern authors. Conversation, dictation and translation into German.

2. Pope's German Composition.

Third Year German.—Three hours.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors—Lessing, Schiller, Heine.

SCIENCE.—MR. PEELER

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss. Mr. Peeler.

Chemistry.—A study of the non-metals and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. One lecture period and two periods for laboratory work. Text, Alex-

Fourth Year German.—Three hours.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

First Year French.—Five hours.

Thieme and Effinger's French Grammar; "Le Voyage de M. Perrichon," or selections from standard authors. Conversation, dictation, translation into French.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

Second Year French.—Three hours.

1. Fraser and Squair's Grammar. Reading of French classics, representative authors. Conversation, dictation, translation into French.

2. Advanced French Prose Composition, François.

Third Year French.—Three hours.

Composition; History of French Literature; Reading of Selections from representative authors—"Le Cid," Corneille; "Notre Dame de Paris," Hugo.

ander Smith's General College Chemistry, with manual by same author. Mr. Peeler.

Biology.—This course consists of an intensive study of animal types, Insecta and the Vertebrates, as well as a critical study of plant types, of Cryptogams and Phanerogams. The laboratory work will require a carefully kept note book, with drawings by the student. The laboratory work and the reference reading are outlined by the instructor. One lecture period and two periods for laboratory work. Mr. Peeler.

N. B.—All the laboratory periods are double periods—that is, two hours.

HISTORY OF ART.—MISS IDA E. SCHNIREL

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some

masterpieces in each, with brief sketches of famous artists. Text, Goodyear's "History of Art." Two hours. Senior year.



SENIOR PLAY—"AS YOU LIKE IT"

COMMERCIAL DEPARTMENT.—MISS DELPHA HENEGAR

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System is used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—Both Touch and Sight methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, together with the Second Year Preparatory in English, will receive a certificate of proficiency.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Accounts.

DEPARTMENT OF EXPRESSION.—MISS LENA M. DICKINSON

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions according to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progressive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—INDIVIDUAL WORK. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the registers, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercises for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—INDIVIDUAL WORK. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the

great masterpieces of literature. Character delineations. Recitals.

Third Year.—INDIVIDUAL WORK. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture. Scenes from Shakespeare and the interpretation of works by the great masters.

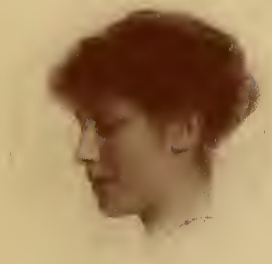
Class Expression.—The practical value for young women of the thorough course which is offered in Class Expression can hardly be over-estimated. It gives a foundation for clear thinking and analysis, proper enunciation and pronunciation; cultivates a clear, musical voice, and a power to read intelligently—a gift few possess naturally.

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture, because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty which refines the character, and gives ease and grace by a physical response to the thought. Plays are studied in a two-fold relation as dramatic art and as literature.

Candidates for graduation must complete the entire course, the English work of the regular college curriculum through the Fourth Year Preparatory and one year of French or German.

Texts, "Evolution of Expression," Charles Wesley Emerson.



Miss Helen Palmer



Miss Martha Tinsley



Miss Melinda Wigginton

GRADUATES IN EXPRESSION



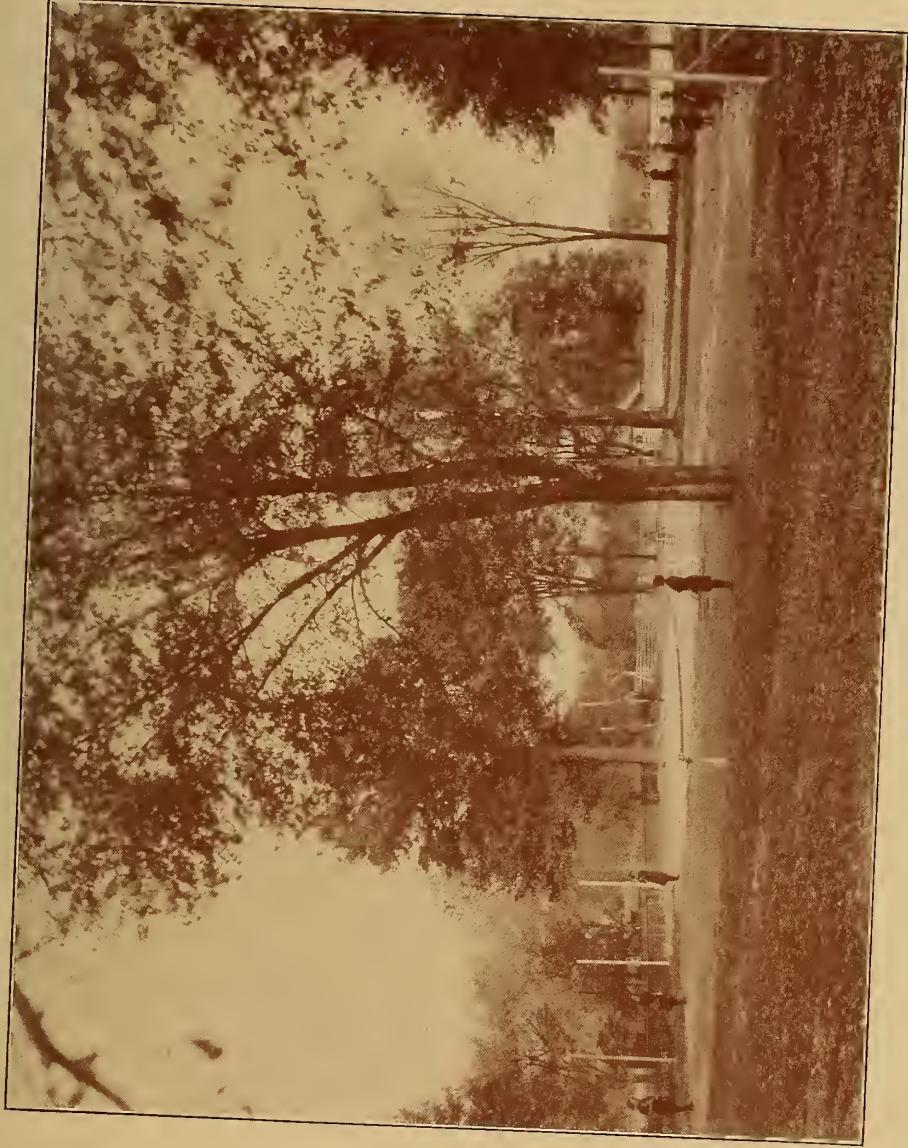
MAY POLE SCENE



GYMNASIUM GIRLS ON CAMPUS



BASKET-BALL



TENNIS COURTS

PHYSICAL TRAINING

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort. The course covers a series of developing and corrective exercises; exercises for health, control, freedom, grace and poise. Much attention is given to correct method of standing and walking and deep

breathing; to the training of the power of coördination and sense of rhythm to gain results in grace, ease of movement, and self-reliance. Exercises in dumb-bells, wands, Indian clubs, poles and rubber balls are used, together with free developing exercises, fancy steps and gymnastic games. 'Cross-country walks, basket-ball, hockey, girls' base-ball and tennis afford incentives for outdoor exercise and recreation.

ROUND TABLE.—MRS. J. W. MILLION, Conductor

The Round Table meets once a week for reading and informal talks upon subjects of interest and value to women. The topics studied during 1910-11 have been as follows:

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

Also the following topics:

1. *What Are You Worth*.—To your home, to the community, to the race?

2. *Cultivation of Self*.—Mind, body, spirit. The highest education, an harmonious development of the tri-being.

3. *Food*.—Its use and abuse.

4. *Exercise*.

5. *Breathing*.—Importance of correct breathing.

6. *Sleep*.

7. *Bathing*.

8. *Moral Thinking*.—How do you live in your thought world?

9. *Friendship*.—Between boys and girls; between girls; the value of noble companionship.

10. *Love*.—What is it? The immeasurable difference between love and infatuation.

11. *Engagements*.—Sacredness of such relationship. A time for preparation for what?

ART DEPARTMENT.—MRS. DEA CARR SMITH

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artistic material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

An Art Club, to which all Seniors and Juniors must belong, will be organized for those interested in what is being done in the world of Art at the present time. The best Art journals will be at the disposal of the Club and will be reviewed and discussed freely by the members.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back

if her work warrants promotion. A diploma will be awarded those completing the full Art course. China is not required and cannot be substituted for required work. Art History, attendance in Art Club and Sketch Class and Third Year Preparatory English are included in the required work.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTLINE OF COURSES

1. *First Year Drawing*.—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature; modeling in clay; perspective.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses,



SPECIMENS OF WORK BY MISS LILLIAN HORSBRUGH, ART SENIOR



Miss Lillian Horsbrugh

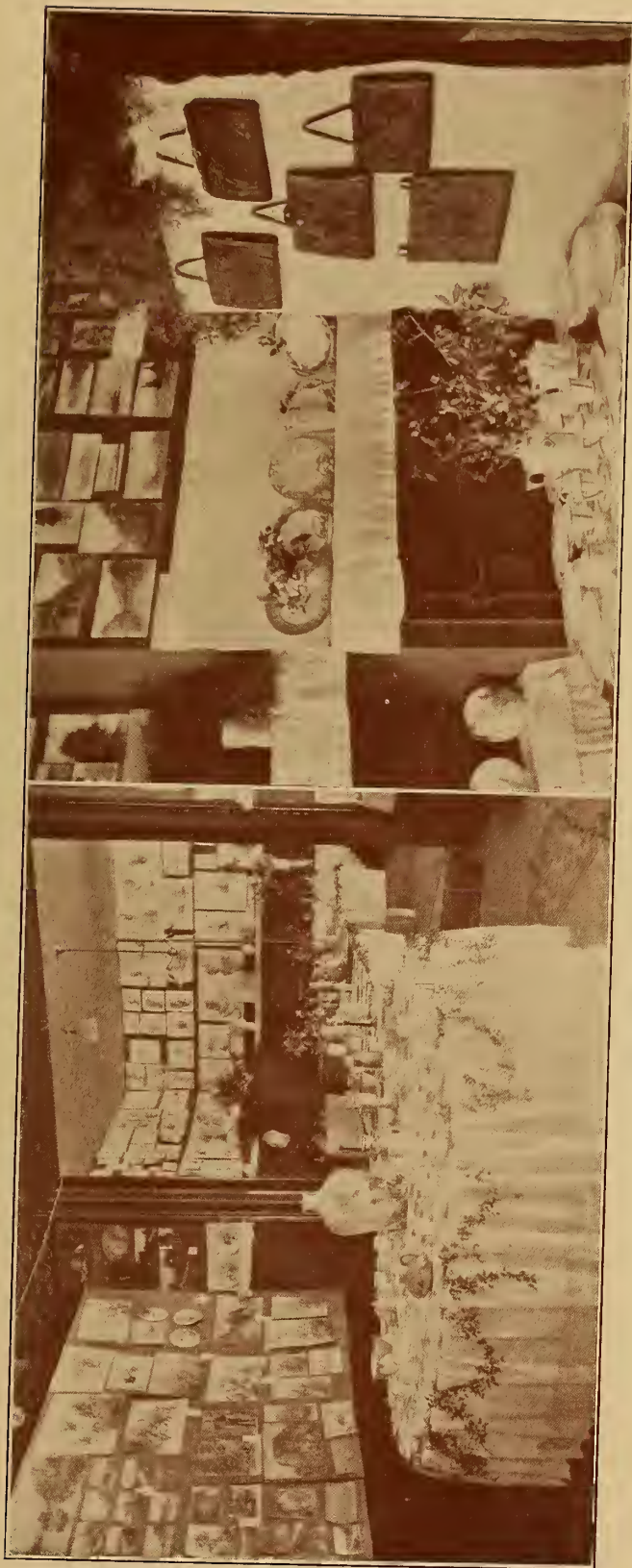


Miss Fay Snidow



Miss Dakota Estelle Wesner

ART SENIORS



CHINA, CHARCOAL, WATER-COLOR AND LEATHER SPECIMENS
Art Department, 1911



CAMPUS SCENE

and the training obtained is equally valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing*.—Drawing from casts of heads, busts, still life, life in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching; composition.

3. *Painting*.—Simple studies in still life, water colors as a medium. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition; Art Club and Sketch Class.

4. *Advanced Painting*.—Painting in oil from life, nature, still life; portrait study in the Life Class; composition; perspective; Art Club and Sketch Class; Art History.

Students completing the above four courses and the Third Year in Preparatory English will receive the full diploma in Art.

OUTDOOR SKETCHING

All Juniors and Seniors are required to attend the Sketch Class regularly.

KERAMIC ART COURSE

Students who complete the work in China Painting only will receive not a diploma but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Ceramic Art and Design by Mrs. Smith, and the Second Year in Preparatory English.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leathercraft.

Leathercraft appeals to the craftsman for its durability, richness in texture and color, and its responsiveness to his handling. The opportunity for original design and execution are unlimited.

Mrs. Smith will return in the autumn with many new designs and ideas in Art which she will collect during her travels in the summer.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kiln No. 7 Special used in the Art Room.

DOMESTIC ART AND SCIENCE.—MISS MABEL ELSIE EATON

The courses in this department are so arranged that regular students may carry the work successfully together with the work in the College Department.

SEWING.—The course of instruction is so arranged as to be adapted to the needs of a beginner and is designed to give a comprehensive knowledge of the scientific principles of dressmaking. This is a practical course on a subject with which every young woman should be acquainted. It is an opportunity for a young lady desiring knowledge of sewing to obtain it under favorable conditions where she is actually taught to sew. Starting with mending and darning, the pupil is gradually taught plain sewing, drafting and designing, according to the progress made and adaptability of the student. The work will be found to be thorough, teaching the theory and giving actual practice and drills in sewing. *All materials are bought by pupils.* The system used for cutting and fitting costs \$3.50. Lessons, one course of ten, \$5.00; two courses, \$10.00; three courses, \$15.00.

Three consecutive courses constitute one year's work. Students carrying the work successfully through two years will receive a Certificate of Proficiency in Sewing (cost \$2.50).

COOKING.—Cooking as a Science, Practical Cooking, Plain and Fancy Cooking, the Chemistry of Cooking, the Elements of Food, its use in the body and its proper preparation, all receive attention in these classes.

Especial attention is given to the dainty serving of food—dinners and luncheons. The etiquette of courses is taught practically in each course of lessons. One of the main features will be to teach the pupil to waste nothing. Therein lies the success of the French cooks, who are known to be the best and most economical in the world.

The cost is so little and the time so short compared with the value of the knowledge to be gained that no young lady should fail to use the opportunity afforded. Each pupil takes one lesson a week, and these lessons are so arranged that they do not interfere with any other work in the school. Pupils taking



COOKING SCHOOL—TABLE LAID FOR FIVE-COURSE LUNCHEON

MENU

First Course—Fruit Cocktail.

Second Course—Lamb Chops, Tomato Sauce, Creamed Potatoes,
Asparagus on Toast.

Third Course—Shrimp Salad, Saratoga Flakes.

Fourth Course—Strawberry Sherbet, Devil's Food Cake.

Fifth Course—Café Noir.

Cooking should come provided with large white aprons and a white cap to wear when in the class room. Three courses constitute one year's work. The lessons are 50 cents each, or \$5.00 for a course of ten lessons; \$10.00 for two courses; \$15.00 for three

courses. Materials for a course of ten lessons will cost each pupil \$2.50; for two courses, \$5.00; for three courses, \$7.50.

Students finishing the course will receive a Certificate of Proficiency in Cooking (cost \$2.50).

Degrees

(Honors will not be conferred until all bills are paid.)

1. The degree of A.B. will be conferred upon students who complete any one of the three courses: Latin, Modern Language, Classical (pages 28-35).

2. The degree of B.L. will be conferred upon all students who complete

the A.B. course through the Junior year.

Students who reach a standard of 90 per cent in examinations, combined with class grades during the year, are marked *distinguished* and their names published on Commencement Day.

On Government

For some years Hardin College has striven towards a larger measure of self-government in the student body, attention being devoted first to the Senior and Junior classes, and accredited High School graduates. Progress towards self-government has not been rapid. Furthermore, it is not the purpose of the Faculty to turn over the control of the institution to the student body. It is our purpose to strive towards that harmonious balance in which there will be the mini-

mum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or State. Rules and regulations in a school are to the school what laws are to a State; we want the fewest possible, and those rational.

Regulations for Boarding Pupils

Each pupil must bring one pair of blankets, two white counterpanes, two pairs of sheets, two pairs of pillow-cases (size of pillow-slips, 18x36 inches), six towels, two sash curtains three feet in length, six table napkins and a napkin

ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat and rubbers, a hot-water bag, and a bag for soiled clothes marked *with name in full, not*

initials. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

The uniform is a dark tailored suit, any dark color desired, and a *small, black, tailored hat* (no plumes). For early fall and spring a white linen (not lingerie) shirt waist and black skirt, or tailored white suit, are used. Each student must provide herself with some light, inexpensive waists or gowns to be worn at dinner and at informal receptions. At receptions the dress should be very simple.

Students are not to leave the College grounds without permission. Students whose names are on the "Honor Roll" from week to week are given special privileges.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors, and under no circumstances in their rooms. *When parents or other relatives visit the College the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature a charge for nursing will be made.

Parents desiring to make special requests for, or grant permissions to, their daughters, should write *directly to the Lady Principal, Mrs. H. M. Richardson.*

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permissions will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first-class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young ladies who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the student. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

Rules for Day Students

Day students will sit in Study Hall when not in recitation.

They must go home when class work is finished.

They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.

Hardin Conservatory
of Music



PROFESSOR ARNOLD E. GUERNE
Director of the Conservatory

Hardin Conservatory of Music

Chartered by the State, with Power to Confer Degrees and Grant Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory holds its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performances of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has

would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of the Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-



PIANO SENIORS

Standing, left to right—Florence Crosby, Mexico, Mo.; Addie May Fairchild, Benton City, Mo.; Hermena Wise, Wellsville, Mo. Sitting, left to right—Flora Kreis, St. Louis, Mo.; Dora Hooper, Senath, Mo.; Amelia Rix, Big Springs, Texas; Gertrude Mueller, California, Mo.

students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne (England), one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy, and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College with the exception of four years.

PROF. HENRIK GJERDRUM

Full Conservatory Professor

Prof. Gjerdrum, a native of Norway, was added to the Faculty of the Hardin Conservatory in September, 1910. Prof. Gjerdrum has more than justified the confidence we placed in him two years ago. Although a young man, he has made an enviable record in Music. His scholastic record appears in the Faculty lists.

Concerning Prof. Gjerdrum's qualifications as a member of the Faculty in a school for young women, Miss Mary Goodrich Deem, of the Faculty of the State Normal School, Valley City, North Dakota, states: "Prof. Gjerdrum has the thoroughness of the Norwegian. His technique is built upon a strong foundation. His recitals show astonishing results technically. He is altogether a fine, earnest, hard-working teacher. He does not pose as an artist, has no professional jealousy, but takes great pride in his pupils. He is certainly trustworthy and morally sound. He has unusual poise and dignity."

MISS JANE LAWRENCE

Full Conservatory Professor

After finishing the Junior Course at the University of the Pacific Conservatory, Miss Lawrence studied at the State Academy of Idaho, and taught privately for a year or two. She was a student at McMinnville Conservatory of Music, McMinnville, Oregon, until she graduated, in 1908; then a teacher in the same school for one year. She has had large private classes in San José, Cal., and Pocatello, Idaho, for some years. Later she studied under Allen Spencer, then with Miss Robyn at the American Conservatory, Chicago, in 1910-11.

MISS ELIZABETH LAWSON

Full Conservatory Professor

Miss Lawson studied three years in Hardin College, graduating in Piano in 1905, and doing post-graduate work in same in 1905-06. The winter of 1906-07 she spent in St. Louis, doing private teaching and studying with Mr. E. R. Kroeger, appearing in both his semi-annual recitals of that year. She did private teaching in Senath, Mo., the year of 1907-08, and has taught in Hardin College since 1908. Miss Lawson studied ten weeks with Lhevinne in Berlin, the summer of 1911.

MRS. RUBY CANNON PEELER

Graduate High School, Elsberry, Mo., 1899; student in Stephens College in Piano, Voice, Harmony, Theory, History of Music and Art, Expression, 1899-1901; graduated in Expression 1900, in Piano 1901; private teaching in North Dakota 1901-1902; private teaching in Elsberry, Mo., 1902-1904; post-graduate work in Piano and Harmony under T. Carl Whitmer, Director of the Conservatory of Music, Pittsburg, Pa., 1905-07; special student in German and Piano under Vratislav Mudroch 1907-09.

Course of Study

Pianoforte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano-playing being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte-Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte-playing, Matthay advises us to "beware of method-mania, that bane of so many educational systems; that pandering to automaticity, laziness, and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and hence failing to perceive that the really great artist does not exhibit any one method of tone-production, but that he, on the contrary, employs all kinds of tone-production, kaleidoscopic in the constant though subtle variety of their contrasts." "Rigid methods are all very well for the rough-and-ready education required in the drill-room of a barracks, but they should

have no place in any educational system that purposes to impart anything in connection with Art."

"The only good system is that which adapts the course of teaching to the individual needs of each and every particular student. All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurliitt, Lichner, Rhode, and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rythme des doigts;" Oscar Beringer's "Daily Practice") throughout the course. Matthay's Relaxation Studies; Czerny-Germer, Selected Studies, Volume I.; Kohler, Studies, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer. Selected Studies from Op. 299 (School of Velocity), Op. 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bülow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaiikowsky, Moszkowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum;" Moscheles, Op. 70; Kullak, School of Octaves; MacDowell, Op. 46; Selections from Henselt, Op. 2,

Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xaver and Philip Scharwenka, Saint-Saëns, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Post-Graduate Course.—Tausig, Daily Studies; Philipp's School of Octave Playing; Etudes by Chopin, Rubenstein, Liszt, MacDowell, Moszkowski, etc.; Bach, "Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on GOOD rather than LONG practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities

1. An absolutely clear comprehension of the principal points to be studied in the music at hand.
2. A clear perception of where the difficulties lie, and
3. A clear understanding of the way in which to overcome those difficulties.

PROFICIENCIES AND DIPLOMAS IN PIANO

Candidates for the Certificate of Proficiency must have completed the follow-

ing work: The course in Piano through the Junior year, one year in Harmony in this Conservatory, and the second year in College Preparatory English in the Literary Course.

Securing proficiency in Piano, Voice or Violin does not guarantee that the student will graduate with one more year's work. It simply means that the student has attained such a degree of proficiency that, with another year of full, average work, carrying what is designated below, and making up any conditions that may be imposed, she will graduate.

Candidates for graduation must do an additional year's work in Piano and Harmony, one year in History of Music, and take the third year in College Preparatory English, and give a recital, the program of which must be of the Senior Course standard. In all but very exceptional cases students already advanced when entering Hardin will be required to spend two full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano.

Voice Culture

Mrs. Adam graduated at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartette of the old Third Presbyterian

Church, Pittsburg, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned in the Faculty pages of the catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. She does not train her students on a limited number of pieces for show purposes. Students are taught for



MRS. MAY BEESLEY ADAM
Head of Voice Department



Miss Grace McDonald



Miss Audra Cox



Miss Amelia T. Rix

VOICE SENIORS

growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability the Department of Voice has increased very greatly in numbers since she took charge of it.

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual); Sight-reading; Vocal Physiology; Pan-

ofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi, Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi Etudes, Op. 14, 18; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year); German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.

Voice, Sight-Singing, and Ear Training

MISS JESSIE FRANCES GUPTON

Miss Gupton is a pupil of Mrs. Adam, having graduated from the Voice Department of Hardin College Conservatory of Music as a member of the class of 1909. During the season of 1909-10 she completed a post-graduate course and in 1910-

11 took an additional year of post-graduate work with Mrs. Adam, thus finishing a four-years' course in Voice with a fine record. Miss Gupton has a high soprano voice of unusual compass and brilliancy.

Public School Music

MISS GUPTON

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well

to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many in-

stances, are not fitted for concert or church work.

Text: The Primer and Books I., II. and Alternate III. of the Modern Music Series, and Books I., II. and III. of the Manuscript Series of Vocal Music.

Students completing the course in Public School Music, together with Junior Harmony, Second Year Preparatory English and Sight-Reading and Ear-Training, will be awarded a Certificate of Proficiency in Public School Music. (Cost, \$2.50.)

PROFICIENCIES AND DIPLOMAS IN VOICE

Students completing the second year, as laid down on pages 65-66, including Harmony one year and second year College Preparatory English, will be awarded a Certificate of Proficiency in Voice.

Candidates for graduation in Voice must have completed the following course in Sight-singing and Ear-training:

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four part exercises and songs. Advanced work in Ear-training.

They must have completed also one year in Harmony, one year in History of Music, one year in either French or German, the third year in College Preparatory English, the second year's work in Piano; be able to play accompaniments well; read Vocal Music at sight; and acquire themselves creditably in public recitals. The completion of this work, a three-years' course (two years of which must be in this Conservatory, except in very exceptional cases), entitles the student to a Diploma in Voice.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third year (Junior work) in Piano.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Son-

atas; Schumann; six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern School of Organ-playing, represented by Guilmant, Widor, Saint-Saëns, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost \$3,500.

Violin

MISS SUSAN A. WEBB

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I. or Grün, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.

Grade II.—De Beriot, Vol. I. (Positions). Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Speciales. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Kreutzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Rode, 24 Caprices. Schradieck, Chord Studies. Selections from Bach Sonatas.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

PROFICIENCIES AND DIPLOMAS IN VIOLIN

Students who complete the fourth grade in Violin, one year of Harmony

and the second year in College Preparatory English will be given a Certificate of Proficiency in Violin.

Candidates for graduation in Violin must complete the five grades of the Violin Course, two years of Harmony, one year of Musical History, the third year in College Preparatory English, and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS SUSAN A. WEBB

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concorde and discords). Harmonizing of short musical sentences, chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year.—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.).

Second semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course.—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms.

Text, Goetschius' Applied Counterpoint.

Musical History

MISS ELIZABETH LAWSON

Text-book: Baltzell, together with Hamilton's "Outline of History."



ROOM



ROOM

Concerts and Recitals

In order that the Conservatory students may have opportunity to increase their knowledge of Music and Musical Literature, frequent Concerts and Recitals are given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in Music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious

Concert Hall, seating 1,000, is of great value for such concerts. Recitals by leading artists can be had at the cost of about one dollar (\$1.00) per student for each Recital.

IN SELECTING A SCHOOL

inquire carefully concerning the training of those who are to have charge of your daughter's mental and moral development.

The Faculty

In the Faculty are representatives of the following celebrated institutions of learning:

University of Chicago, Johns Hopkins University, University of Berlin, William Jewell College, University of Missouri, University of Michigan, Bryn Mawr College, Galloway College, University at Zurich, University of California, Cornell

University, Columbian University, Southern Baptist Theological Seminary, Emerson College of Oratory, Cincinnati School of Design, Art League, New York; Christiania Conservatory, Norway; Cincinnati Conservatory; American Conservatory; Chicago; Royal Conservatories, Stuttgart, Dresden, Berlin.

Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.

2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.

3. The College is not a private institution handicapped by debt.

4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Expenses for the Scholastic Year

For shorter time, see paragraph, page 74, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects; it embraces all studies not found under the head "Extra Branches," below. Students taking "mixed" or "special" courses—that is, part Literary and part Music, Art, Expression or other Extra Branches—must exercise great care in making up courses.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study.....	\$20.00
Two Literary Studies.....	40.00
Three or more Literary Studies..	60.00

BOARDING PUPILS

Board, heat, light, laundry, as stated below, well furnished room, and full Collegiate (Literary) Course, per Scholastic Year.	\$285.00
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Fifteen to twenty plain pieces per week allowed for washing. Collars, dresses, shirtwaists, and fancy skirts are not included in the College laundry.

Boarding pupils not taking the regular Literary Course will be charged \$225 the school year for board, room, heat, light and plain laundry. In case only one or two literary branches are added, the charge will be \$20 for each branch. Four Literary Studies come at \$60. Literary Studies cannot be exchanged for additional piano practice or for other items.

The charges for "Extra Branches," or "Special Studies," are as follows:

Piano, Professor Arnold E. Guerne, Director, for advanced students, one-half year, \$60.00; whole year.....	\$100.00
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Piano, Professor Henrik Gjerdrum, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawrence, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawson, one-half year, \$45.00; whole year.....	80.00
Piano, Mrs. Peeler, one-half year, \$40.00; whole year.....	70.00
Practice on Piano, one hour per day, per year.	10.00
All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.	
Voice, individual, Mrs. Adam, half-year, \$50.00; year.....	\$ 90.00
Voice, individual, Miss Gupton, half-year, \$40.00; year.....	70.00
Vocal Music, sight-reading in class.....	10.00
Public School Music Course.....	20.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe Organ, one-half year, \$60.00; whole year.	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$45.00; whole year.	80.00
Painting and Drawing, or either:	
One hour daily in studio, one-half year, \$25.00; whole year.....	40.00
Two hours daily in studio (Regular Course), one-half year, \$45.00; whole year.	80.00
Three hours daily in studio, one-half year, \$55.00; year.....	100.00
Sketch Class, per month, one lesson per week.	1.00
Individual lessons, one-half hour, each.	1.00
Expression, in class, two half-hour lessons per week.....	20.00
Expression, individual lessons, two half-hour lessons per week, one-half year, \$40.00; year.....	70.00
Gymnasium, class instruction, two half-hour lessons per week, half year, \$10.00; year.	15.00
Typewriting (one semester), \$10.00; whole year.....	20.00
Stenography, half-hour lessons daily (one semester), \$20.00; whole year.....	40.00

Commercial Course (Bookkeeping, Type-writing, use of machine one hour daily, Stenography, English), one semester, \$50.00; one year.....	90.00
Bookkeeping, one year.....	30.00
Cooking Lessons Course of ten weeks, one lesson per week, one course, \$5.00; two courses, \$10.00; three courses, \$15.00; materials for each course, \$2.50.	
Sewing Lessons, course of ten weeks, one lesson per week, one course, \$5.00; two courses, \$10.00; three courses, \$15.00; cost of outfit, or "system," \$3.50. No materials furnished free by the School.	
Library fee, paid by all who take any literary work, or History of Music.....	2.50
Round Table Course, one year.....	10.00
Diploma.	10.00

Unless otherwise stated, students enter for the entire school year. Three-fifths of the annual contract price is due and payable September 12, 1912, on entrance, and two-fifths January 15, 1913. All remittances should be by Bank Draft, Post-office Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to John W. Million, President.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light and plain laundry.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS

Young ladies who have led their classes in High Schools affiliated with State Uni-

versities or other Universities of recognized rank will be given free literary tuition (\$60.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$340.00 or more, not including the literary tuition. The student gets a \$400.00 course for \$340.00. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

The President will take pleasure in giving any information desired as to the College or the Conservatory. For further information address

JOHN W. MILLION, A.M., LL.D.,
President,
Mexico, Missouri.



THE AUDITORIUM

Articles of Association of Hardin College

ARTICLE I

The undersigned, their associates and successors, hereby agree to organize themselves into an association to be incorporated under the name of Hardin College for the purpose of establishing and continuing an institution of learning for the education of females, at the City of Mexico, in the County of Audrain, in the State of Missouri.

This association shall, by its corporate name, have succession for one thousand years. A majority of the members of the Board of Directors shall be in full fellowship with some Missionary Baptist Church of the State of Missouri.

ARTICLE II

The affairs of said institution shall be managed by a Board of thirteen Directors. The Board shall without delay fill any vacancy that may occur in its body.

J. D. Murphy, William Harper, S. A. Craddock, E. J. Gibbs, Thomas Smith, Joel Guthrie, Thomas B. Hitt, James Carroll, John M. Gordon, William Woodward, Lewis Hord, James Callaway and Charles H. Hardin shall compose, for the time being, the Board of Directors.

ARTICLE III

The first meeting of the Board of Directors shall be on the first Tuesday after an order shall be made by the Circuit Court in and for said County of Audrain, incorporating this association, and thereafter the meetings of the Board shall be held as provided by the By-Laws. A majority of the members of the Board shall constitute a quorum for the transaction of business. At the first meeting the Board shall elect a president and secretary, and from time to time such other officers and agents as the Board may deem necessary.

ARTICLE IV

The Board of Directors may make any amendment to these Articles of Association by a two-thirds vote at the first regular meeting after thirty days' notice shall be spread on the Journal of the Board of the proposed amendment, except that the first article hereof shall, so long as this corporation may exist, remain unchanged and inviolable.

A Journal of the proceedings of the Board shall be kept. And By-Laws and rules may be adopted by the Board for the government of its body as well as of the institution.

ARTICLE V

This Association shall have power to acquire by purchase, devise or gift, buildings and the sites thereof for college purposes, endowment funds, lands to be converted to endowment uses, and lands in payment for debts and other liabilities, and money, things in action and other personal property, of the value of one million dollars.

In testimony whereof we have hereunto set our hands, this 6th day of June, 1873, at the City of Mexico, in the County of Audrain, Missouri.

CHARLES H. HARDIN,
WILLIAM HARPER,
EDMOND JULIUS GIBBS,
JOEL GUTHRIE,
WILLIAM HOUSTON WOODWARD,
THOMAS SMITH,
LEWIS HORD,
JOHN M. GORDON,
JAMES CARROLL,
THOMAS B. HITT,
SAMUEL A. CRADDOCK,
JAMES CALLAWAY,
J. D. MURPHY.

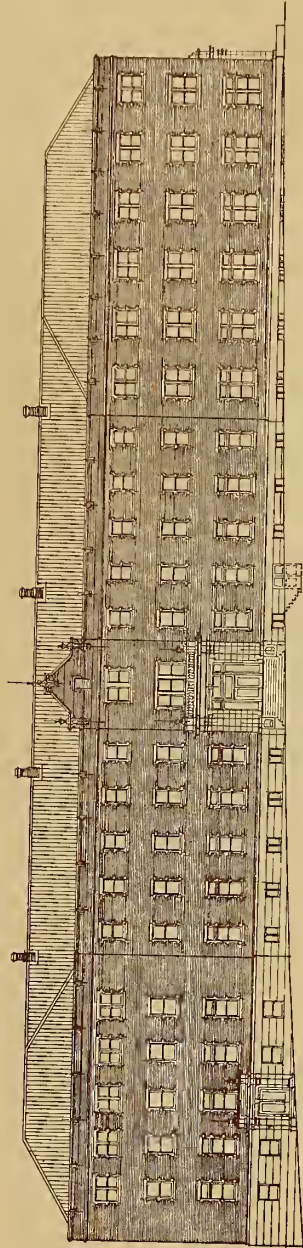
\$100,000 Needed for Buildings

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be a heating plant, a gymnasium, a dining-room, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment Fund. Steps are being taken

to secure gifts for both buildings and endowment.

FORMS OF BEQUEST

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of.....dollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."



• WEST ELEVATION •
SCALE: 1 in = 16 ft.

• PROPOSED GYMNASIUM & DORMITORY •
• HARDIN COLLEGE, MEXICO, MISSOURI •
• STEPHENS & PEARSON ARCHITECTS, SAINT LOUIS •

Dimensions: 300 feet in length, 50 feet in width, three stories and basement. North wing, four stories, the first two of which are for the Gymnasium and will be 69x87 feet. Construction: brick, concrete and steel, therefore absolutely fireproof. Estimated cost, \$100,000.

In this building there will be administrative offices, parlors, spacious reception hall, segregated practice rooms, dormitory rooms, single and double, for 100 students, and besides the Gymnasium, a swimming tank, bowling alleys, etc.



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HARDIN COLLEGE AND CONSERVATORY OF MUSIC

Hardin College *and* Conservatory *of* Music



Register *of* Students, 1912-1913

Programme, 1913-1914



Mexico, Missouri

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JUDGE JOHN A. GUTHRIE.....TREASURER OF COLLEGE

Calendar

Enrollment, Day Students, Wednesday, September 10, 1913.

Enrollment, Boarding Students, begins Thursday, September 11, 1913.

First Semester begins Thursday, September 11, 1913.

Registration and Classification of Students, Wednesday, Thursday and Friday, September 10, 11, and 12. Regular Recitations Friday and Saturday, September 12 and 13.

Reception to New Students by the Faculty and Y. W. C. A. Saturday, September 13, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Thursday, January 15, 1914.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnæ Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 31.

Commencement Day, Awarding of all Diplomas, Tuesday, June 2.

Faculty, 1913-1914

JOHN W. MILLION, *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Second Vice-President of the State Historical Society of Missouri; Author of "State Aid to Railways in Missouri;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College,

1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MISS AGNES CARR VAUGHAN, *Associate in Greek and Latin, Art History*

A.B., Galloway College, 1907; Tutor in Latin, 1907-08; Graduate Student, University of Michigan, summer sessions, 1908-09; A.M., *ibid.*, 1910; Stevens Fellow in Classics, *ibid.*, 1910-11; First Vice-President of Galloway Alumnæ Association, 1907-08; Member of Classical Association of the Northwest; Research Work, University of Michigan, summer sessions, 1912-13; Teacher in Hardin College, 1911-13.

MRS. H. M. RICHARDSON, *Lady Principal*

Many years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; Special Work University of California, Berkeley, summer of 1908; Lady Principal, Hardin College, since 1902.

Faculty

Continued

WILLIAM B. PEELER, *Science*

B.S., University of Missouri, 1895; Normal Course, University of Missouri, 1895; Graduate Student, University of Missouri, 1895-96; Teacher in the University Academy one year, 1895-96; Teacher of Science three years in the Nevada High School, 1896-99; Teacher of Science, Stephens College, 1899-10; Business Manager of Stephens College, 1904-06; President of Stephens College, 1906-10; Teacher in Hardin College, 1912-13.

Pastor Louisville, Ky., 1901-03; Superintendent Baptist Sunday-School Work in Missouri, 1904-06; Editor Central Baptist, 1907-09; Pastor First Baptist Church, Carthage, Mo., 1909-11; Joint Author of "The Sunday-School Teacher's School;" Lecturer at various Chautauquas and Assemblies; Teacher Hardin College, 1911-13.

GUY C. MOTLEY, *History*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS LUTHERA EGBERT, *English*

Graduate of Omaha High School, 1900; Student University of Nebraska, 1900-01; Student of University of Chicago, 1901-04; P. h. B., 1904; Graduate Student, 1907; Graduate Student, summer 1912; Principal and Teacher of English, German and Latin, West Chicago High School, 1904-07; La Salle-Peru Township High School, 1908; Elgin Academy, Preparatory to Northwestern University, 1908-09; Marquette, Mich., High School, 1910-13.

MISS IDA E. SCHNIREL, *French, German*

Graduate Geneva, N. Y., High School, 1905, receiving the High School certificate and Regents' Diploma; Post-Graduate Course, *ibid.*, 1905-06, receiving the advanced State Regents' Diploma; Student Cornell University, Ithica, N. Y., 1906-10, A.B., 1910; Advanced Work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11; Teacher in Hardin College, 1912-13.

MISS MARY BLANCHE HILDEBRAND, *Assistant in English*

Four years an undergraduate student at Missouri State University, 1905-09, A.B., 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; Special Work in English, University of Missouri, summer of 1911; Teacher in Hardin College, 1910-13.

MISS FRANCES EGAN, *Mathematics*

B.A., Wellesley, 1912; Tutored in Mathematics and French, summer 1912.

HENRY EDWARD TRALLE, *Religious Pedagogy*

A.B., William Jewell College, 1894; M.A., Columbian University, 1898; Th.M., Southern Baptist Theological Seminary, 1899; Th.D., *ibid.*, 1901;

MISS LUTIE VAUGHAN, *Principal of Preparatory Department*

Graduate in Art, Hardin College, 1905; Post-Graduate Work, *ibid.*, 1906; Teacher in Woodlawn Seminary, Gordonsville, Va., 1907-08; studied at Hardin College, 1909-10; Assistant Art Teacher, *ibid.*, 1910-11; student Chautauqua, N. Y., summer 1913; Preparatory Department, 1911-13.

MISS MAE HOLZER, *Commercial, Physical Training*

Graduate Latin Course, Platteville Wis., Normal, 1908; graduate Teachers' Commercial Course, Des Moines, Iowa, 1912; summer work at Northwestern University; teacher Manitowoc, Wis. (grades), 1908-10; Green Bay, Wis., 1910-11; Portal, North Dakota, 1912-13.

Faculty

Continued

MISS LENA M. DICKINSON, *Expression*

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, Mass., 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10; Teacher in Hardin College, 1911-13.

MRS. BELLE KING FITZGERALD, *Director of Art Department*

Art Diploma from Cincinnati Art Academy; pupil of F. B. Aulich, Gertrude Estabrooks, Genie M. Stewart, Mrs. A. A. Frezee, Mrs. K. C. Cherry and Anne M. Green; pupil of J. Allen Shuffrey, Oxford, England, summers of 1908-10; pupil of Louis Schünzel, 1908-10 and 1912; Director of Art Department Columbia Institute, Columbia, Tenn., one year; Conductor of Art Department in School of Music and Art, Pine Bluff, Ark., two years; Director of Art Department Maddox Seminary, Little Rock, Ark., five years; private studio Little Rock, Ark., four years; Director of Art Department Crescent College, Eureka Springs, Ark, 1908-13.

MISS ELIZABETH ELVIRA SMITH, *Domestic Science and Domestic Art*

Student Portersville High School, Porterville, Cal., 1904-08; Student Linden

wood College and Illinois Woman's College, 1909-10; Student Lewis Institute, Chicago, 1910-12, advanced work in Science in Senior year; title of Associate in Domestic Economy, 1912; teacher in Northwestern University and Gad's Hill Settlements, Chicago, 1910-12; member of American Home Economics Association; teacher of Cooking and Sewing, Hardin College, 1912-13.

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary, 1911-13.

MRS. M. L. EATON, *Governess*

Governess in Hardin College, 1900-07, 1909-13.

MRS. TINA B. DOBYNS, *Manager of Boarding Department*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director of Instrumental Department, Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in the same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College, 1910-13.

PROF. HENRIK GJERDRUM, *Piano*

Student with different teachers in Christinia, Norway, also with the Conservatory of that city; Studied with Mrs. Astrid Onarheim, 1904-05; finished and left for America the same year. Private teaching in Valley City, N. D., 1905-08. During that time concert work with artists of international reputation. Returned to Europe spring of 1908; resumed studies with Mrs. Onarheim in Christiania until August, 1909; fall term of lessons with Court-pianist Vianna da Motta in Berlin, Germany. Left for America spring of many. Left for America spring of 1910; studying and traveling in Norway and Germany, summer 1912; Teacher in Hardin College, 1910-13.

MRS. MAY BEESLEY ADAM, *Voice*

Graduate Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three

years in Europe, 1890-93, as Pupil of Frau Otto Alvsleben, Fräulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement Tete-doux, Paris; 18967-97, Dresden, Germany; Pupil of Fräulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; Taught in private Studio two years at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati, Ohio, 1903-04; Voice Department, Harcourt Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German and French; Hardin Conservatory since 1907.

MISS JESSIE FRANCES GUPTON, *Assistant in Voice, History of Music*

Graduate High School, Montgomery, Mo., 1907; Student in Hardin College in Piano and Voice, 1907-09, Graduating from Voice Department, 1909; Post-Graduate Work, Hardin College, 1910-11; Special Work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago, summer of 1910; Private Teaching in Montgomery, Mo., 1908-10; Teacher in Hardin College, 1910-13.

MISS RUTH COVINGTON, *Piano*

Graduated Mexico High School, 1908; Student under Prof. Guerne, Hardin College, 1904-09, Graduating 1909; Private Teaching, 1908-10; Post-Graduate work under Prof. Guerne, 1910-11; Teacher in Hardin College, 1912-13.

Faculty

Continued

MISS JANE LAWRENCE, *Piano*

Student at the University of the Pacific Conservatory one year, finishing Junior Course; Student at the State Academy of Idaho, and also taught private pupils in Piano, 1906-07; Student at McMinnville Conservatory of Music, McMinnville, Ore., 1907-08, Graduating 1908; Taught in McMinnville Conservatory of Music, 1908-09; had large private classes in San Jose, Cal., two years, and Pocatello, Idaho, three years; Studied Piano with Allen Spencer and Harmony and Normal Work with Miss Robyn at American Conservatory, Chicago, 1910-11; Teacher in Hardin College, 1911-13.

MRS. RUBY CANNON PEELER, *Piano*

Graduate High School, Elsberry, Mo., 1899; Student in Stephens College in Piano, Voice, Harmony, Theory, History of Music and Art, Expression, 1899-1901; Graduated in Expression 1900, in Piano 1901; Private Teaching in North Dakota, 1901-02; Private Teaching in Elsberry, Mo., 1902-04; Post-Graduate Work in Piano and Harmony under T. Carl Whitmer, Director of the Conservatory of Music, Pittsburg, Pa., 1905-07; Special Student in German and Piano under Vratislav Mudroch, 1907-09; Teacher in Hardin College, 1912-13.

MISS SUSAN A. WEBB, *Violin, Harmony*

Studied at Mount Allison Conservatory of Music, Sackville, N. B., Canada; Violin under A. F. Ayer, 1892-93, under C. L. Chisholm, 1893-98; at Chicago Musical College, February, 1902, to July, 1904; Violin under Jacobson, Diestel, Spiering; Harmony with Campbell-Tipton; History and Composition with Borowski; Ensemble Playing under Steindel and H. Diestel; Teacher's Certificate, 1903; Graduating Diploma, 1904; Taught Private Class in Truro, Nova Scotia, winter of 1901-02; Private Pupils in Maywood, Ill., 1903-04; Taught Violin, Piano, Theory, Harmony, History, at Birmingham Seminary, Birmingham, Ala., 1904-06; summer class, as Student-Teacher, in Musical History at Cincinnati Conservatory, 1905; played Viola in the Woman's Orchestra, Los Angeles, winter 1906-07; Taught at St. Mary's College, Dallas, Texas, 1907-08, subjects: Violin, Harmony, Sight-Playing (Piano); Taught at Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va., 1908-11, Violin and Harp; Teacher in Hardin College, 1911-13.

MISS AMELIA T. RIX, *Harmony; Superintendent of Practice*

Graduate in Piano and Voice, Hardin College, 1912.





HARDIN COLLEGE AND CONSERVATORY
Founded and Endowed by Governor Hardin in 1873



JOHN W. MILLION, A. M., LL. D.

Professor of History and Political Economy, 1895-97; elected
President June 4, 1897; re-elected February 5, 1901;
re-elected February 5, 1906; re-elected
January 10, 1911.



PRESIDENT MILLION



MRS. RICHARDSON



MRS. MILLION



MRS. EATON



MRS. DOBYNS



MISS HUMPHREY



LITERARY FACULTY

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Mrs. H. M. Richardson

Miss Ida Schnirel

Miss Mae Holzer

Miss Agnes Vaughan

Miss Blanche Hildebrand

Miss Lutie Vaughan

Pres. J. W. Million

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Mr. W. B. Peeler

Mrs. J. W. Million

Miss Luthera Egbert

Mr. G. C. Motley



FINE ARTS FACULTY

Miss Lena Dickinson
 Professor Gjerdrum
 Miss Frances Gupton
 Mrs. Fitzgerald

Miss Ruth Covington Miss Jane Lawrence
 Professor Guerne
 Miss Ethel Thornburgh

Miss Susan Webb
 Mrs. Adam
 Miss Elizabeth Smith
 Mrs. W. B. Peeler



PRESIDENT'S HOME

COLLEGE ANNEX

Hardin College and Conservatory for Young Women

FOUNDED AND ENDOWED BY

GOV. CHARLES H. HARDIN, A.M., LL.D.

JUNE 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1912:

Grounds, ten acres, worth.....	\$ 40,000.00
Buildings, worth	75,000.00
Endowment.	85,000.00
Library, Apparatus, Furniture.....	20,000.00
	<hr/>
	\$220,000.00

By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal until the endowment amounts to

ONE-HALF MILLION DOLLARS (\$500,000)

Thus the permanency of the institution is well assured. Beautiful shade trees cover a large part of the College grounds, ten acres in area.

GROWTH OF ENDOWMENT

Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 from \$36,028 to

1885.....	\$37,265	1902.....	\$65,500
1890.....	45,331	1903.....	67,000
1895.....	53,555	1904.....	69,000
1896.....	55,128	1905.....	71,000
1897.....	57,000	1909.....	77,655
1898.....	58,700	1911.....	83,000
1899.....	60,600	1912.....	84,677
1900.....	62,250	1913.....	86,000
1901.....	64,300		

The College building is amply provided with modern conveniences.

The dormitories are large, with high ceilings, well equipped with substantial furniture, *lighted by electricity and heated by steam*. There are *bath-rooms, closets, hot and cold water on each floor*.

IMPROVEMENTS RECENTLY MADE, PAID FOR OUT OF ENDOWMENT PROCEEDS
—NOT PAID FOR BY STUDENTS. THE ADVANTAGE OF AN ENDOWED
SCHOOL IS THUS MADE CLEAR

Rewiring the building.....	\$1,000.00
Four-hundred-foot well	1,000.00
Paving.	2,200.00
Steel ceiling in Concert Hall.....	600.00
Painting and repairs.....	1,200.00
	<u>\$6,000.00</u>

Many additions are being made annually to the Library. The Library is adequate for Junior College work.

SECURITY FROM FIRE

(1) Six *stairways* lead from the upper to the lower stories; (2) *four* solid brick walls range east and west through the building and *eight* brick walls run north and south; (3) *five iron ladders* on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) *a night-watch on duty all night*; (7) a fire alarm system, including drills; (8) two substantial fire-escapes (iron stairways); (9) four chemical engines (on wheels), fifteen gallons capacity each, with fifty feet of fire hose attached, one for the basement and one for each floor; several hand fire extinguishers, five gallons capacity.

THE COLLEGE FAMILY

Consists of the President's family, Lady Principal, Governess, teachers, and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily coöperate with the administration. Only young ladies who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY,

to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the campus, or elsewhere, young ladies are expected to maintain toward each other, as well as towards teachers, that graceful bearing, gentle modesty and kind

consideration which are the invariable accompaniments of good breeding. At receptions the dress should be simple. Elaborate and costly evening dress for school-girls is not in good taste.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgement of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

EUROPEAN TOURS

Mrs. H. M. Richardson, the Lady Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea Carr Smith, head of the Art Department, made with a party a tour of art centers in Europe during the summer of 1907. Miss Louise P. Smith, Associate in Greek and Latin for two years, spent the summer of 1909 touring Europe. Miss Smith, Miss Jack, head of the Department of Expression for four years, and Miss Elizabeth Patterson, for two years Associate in Greek and Latin, visited Europe during the summer of 1910. Miss Elizabeth Lawson, for several years students and teacher in Hardin, studied and traveled in Europe during the summer of 1911.

Mrs. B. K. Fitzgerald, new head of the Art Department, has conducted a party of Americans touring Europe each summer for the past several summers. Mrs. Fitzgerald is therefore an experienced European traveler. She has had the advantages of the best art schools of both America and Europe. Parties traveling with Mrs. Fitzgerald will therefore not spend any time to a disadvantage.

Mrs. Fitzgerald's tour for the summer of 1913 begins June 7 and closes August 28. She will visit the Mediterranean and the chief art centers and chief points of interest in Italy, Germany, on the Rhine, Switzerland, Holland, Belgium, France and England. The cost of the tour is \$650.

Parents who wish to consider such a trip for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperon, will do well to correspond with us.

Calendar of Events

September 12—Enrollment of students.

September 14—Y. W. C. A. reception in the college parlors.

September 28—Organization of the Delphian and Pierian Literary Societies.

October 4—Reception in the Gymnasium by the Athletic Association.

October 4—Joint picnic of the Literary Societies.

October 6—Reception to the Faculty by the Expression Classes.

October 15—Students attended Elks' Play.

October 16—Picnic at Sunrise Park via the suburban line.

October 18—Violin Recital by Miss Webb, assisted by Prof. Gjerdrum and Miss Covington.

October 26—Hollowe'en party under the auspices of the Seniors.

October 28—Students attended matinee to see "Oliver Twist" in moving pictures.

November 1—Students saw Sarah Bernhardt in "Queen Elizabeth," moving pictures.

November 15—General reception given by Faculty and Students.

November 18—"A Bit of Local Color" by Freshman Dramatic Club.

November 19—Presbyterian girls attended silver reception at the Ringo parlors.

November 20—Concert by Madame Cahier, vocalist.

December 12—"Sir Harry's Conversion" by Dramatic Club.

December 13—The Delphian Literary Society presented "Four Maidens All Forlorn."

December 14—Old-fashioned Christmas tree, by the Pierian Literary Society.

December 16—Recital by pupils of Mrs. Adam and Prof. Guerne.

December 17-January 2—Christmas holidays.

January 14-18—Examinations.

January 20—Concert by Edouard De-thier, Belgian violinist.

January 28—Visit of Miss Withers, Y. W. C. A. Secretary.

February 7—Second general reception by Faculty and Students.

February 13—Miss Dickinson escorted a group of Expression students to Kansas City to hear Sothern and Marlowe in "Twelfth Night."

February 14—Concert by Miss Tina Lerner, Russian pianist.

March 10—President and Mrs. Million entertained the undergraduates in their home.

March 10—Senior Minstrel in the Auditorium.

March 17—The Delphian Literary Society gave a reception to the school.

March 19—Lecture on Radium by Wm. B. Patty, under auspices of the High School.

March 29—Piano Recital, pupils of Prof. Gjerdrum. Afternoon.

- April 15—Lecture, "Isles of Greece," by Prof. Miller, of Columbia, Mo.
- April 18—Senior play, in the Auditorium, "Twelfth Night."
- April 21—Piano Recital, pupils of Miss Lawrence. Afternoon.
- April 24—Piano Recital, pupils of Prof. Guerne.
- May 3—Piano Recital, pupils of Miss Covington. Afternoon.
- May 8—Senior Expression Recital.
- May 12—Piano Recital, pupils of Prof. Guerne.
- May 15—Senior Piano Recital, pupils of Prof. Gjerdrum.
- May 19—Senior Voice Recital, pupils of Mrs. Adam.
- May 22—Art Levee.
- May 23—Senior Piano Recital, pupils of Prof. Guerne.
- May 25—Baccalaureate Sermon.
- May 26—Voice Recital, pupils of Miss Gupton. Afternoon.
- May 26—Alumnæ Banquet.
- May 27—Class Day.
- May 27—Graduating Exercises.



Religious Privileges

YOUNG ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians and to do active work among the unconverted. It is hoped that when school days are over, the experience gained at Hardin will enable our students to take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. Officers for 1913-1914

President—Gertrude Suess	McCook Neb.
Vice-President—Margaret Million.....	Mexico, Mo.
Secretary—Martha Shotwell	Richmond, Mo.
Treasurer—Rhue Linn.....	Dacono, Colo.
Chairman of Mission Committee—Mary Sears.....	Pingtu, China
Chairman of Program Committee—Laura Stewart.....	Wathena, Kan.
Chairman of Music Committee—Adelaide Long.....	Lee's Summit, Mo.
Chairman of Social Committee—Pearl Crow.....	Kinsley, Kan.
Chairman of Poster Committee—Regina Linhard	Kirksville, Mo.
Chairman of Membership Committee—Jessie Childers	Troy, Mo.
Chairman of Mission Study Committee—Anna Ockrassa...	St. Louis, Mo.



Y. W. C. A. CABINET

Standing—Left to right: Ruhe Linn, Dacono, Colo.; Pearl Crow, Kinsley, Kan.; Adelaide Long, Lee's Summit, Mo.; Laura Stewart, Wathena, Kan.; Jessie Childers, Troy, Mo.;
 Sitting—Left to right: Margaret Million, Mexico, Mo.; Regina Linhard, Kirksville, Mo.; Martha Shotwell, Richmond, Mo.; Gertrude Suess, McCook, Neb.; Mary Sears, Pingtu, China

Honors

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

Recent winners of scholarship medals:

Miss Linnie Scott, Clinton, Mo., 1909.

Miss Pauline Bretch, Hobart, Okla., 1910.

Miss Lucy Denham, Mexico, Mo., 1911.

Two awards 1912:

Miss Alberta Griswold, Clarence, Mo.

Miss Helen Vaughan, Big Spring, Texas.



Register, 1912-1913

Adam, Dorothy	Illinois
Anderson, Bernice	Kansas
Anderson, Freda May	Missouri
Anderson, Juna	Kansas
Anderson, Willie Mabel	Missouri
Andrews, Blessing	Mexico, Mo.
Andrews, Fannie	Mexico, Mo.
Angell, Alberta	Missouri
Aulls, Marion	Kansas
Baker, Jean	Missouri
Barbee, Maude	Missouri
Barth, Corinne	Mexico, Mo.
Barton, Helen Sage	Colorado
Bates, Rushbrook	Missouri
Baucum, Hallie	Oklahoma
Beachy, Bernice	Kansas
Beagles, Bessie	Missouri
Beagles, Lucile	Missouri
Beagles, Nellie Lee	Missouri
Beal, Zola	Mexico, Mo.
Best, Denny	Colorado
Betz, Nina	Mexico, Mo.
Bledsoe, Annie	Mexico, Mo.
Bledsoe, Vergie	Mexico, Mo.
Blumenthal, Jeannette	Oklahoma
Boggess, Mary	Missouri
Bohrer, Pauline	Missouri
Botts, Ligia	Mexico, Mo.
Bradley, Irene	Missouri
Brand, Hilda	Mexico, Mo.
Burks, Mary	Mexico, Mo.
Burnham, Mary	Missouri
Byrns, Anna	Mexico, Mo.
Callaway, Elaine	Missouri
Callison, Margaret	Missouri
Cash, Nellie	Missouri
Cave, Margaret	Mexico, Mo.
Childers, Jessie	Missouri
Clem, Jessie	Oklahoma
Coatsworth, Helen	Mexico, Mo.
Collier, Pearl	Missouri
Cook, Helen	Missouri
Copeland, Hallie	Missouri
Covington, Dick	Missouri
Crosby, Ethel	Mexico, Mo.
Crow, Lenora	Missouri
Crow, Pearl	Kansas
Crum, Bird	Mexico, Mo.
Culbertson, Sarah	Mexico, Mo.
Cunningham, Gertrude	Mexico, Mo.
Dautel, Helen	Missouri
Denham, Lucy	Mexico, Mo.
Dickson, Sarah Rose	Missouri
Douglass, Ruth	Missouri
Douglass, Vera M.	Missouri
Drennan, Phoebe	Missouri
Early, Mary Ruth	Missouri
Eslinger, Georgina	Kansas
Evans, Edna	Missouri
Fain, Edith	Missouri
Farris, Josephine	Missouri
Fedderson, Lena	Colorado
Fensky, Alva	Missouri
Fields, Anna Lois	Missouri
Finch, Helen L.	Kansas
Fonville, Ladie	Mexico, Mo.
Fonville, Mary Gay	Mexico, Mo.
French, Alleta	Missouri
Friedman, Vera	Missouri
Froehlich, Velma	Illinois
Gant, Edna	Missouri
Gentry, Glowrene	Oklahoma
Gibbs, Emily	Mexico, Mo.
Gibson, Gail	Missouri
Gillum, Mary	Missouri
Gould, Ruby	Missouri
Grafftey, Marion	Missouri
Graham, Frances	Missouri
Green, Edna	Missouri
Gregory, Mary Isabel	Mexico, Mo.
Griswold, Alberta	Missouri
Groves, Emma	Mexico, Mo.
Gwyn, Bess	Missouri
Haislett, Olive	Missouri
Hamacher, Helen	Missouri
Handy, Leta	Missouri
Harris, Byrd	Oklahoma
Hasslinger, Freda	Missouri
Heidloff, Alma	Illinois
Heizer, Maurine	Mexico, Mo.

Henderson, Lillian	Mexico, Mo.	Pearman, Clara	Missouri
Hill, Vera	Kansas	Phillips, Mary	Missouri
Hinsdale, Jennie	Mexico, Mo.	Purcell, Marcia	Oklahoma
Holland, Jewell	Indiana	Ransdell, Mary	Missouri
Holmes, Dorothy	Mexico, Mo.	Reading, Isabel	Mexico, Mo.
Hoxsey, Ruth	Mexico, Mo.	Reeser, Irene	Illinois
Hupe, Emma	Missouri	Rhoades, Laverta	Missouri
James, Hettie	Mexico, Mo.	Rhodes, Beuhler	Missouri
Jesse, Lucy	Mexico, Mo.	Rice, Lucile	Mexico, Mo.
Johnson, Lena	Mexico, Mo.	Rigg, Leah	Missouri
Johnson, Mildred	Mexico, Mo.	Rigg, Zoe	Missouri
Johnson, Miriam	Mexico, Mo.	Ritchie, Alta	Mexico, Mo.
Johnson, Ruby	Arkansas	Robertson, Fay V.	Kansas
Johnson, Tazzie	Mexico, Mo.	Robertson, Ruth	Mexico, Mo.
Jones, Helen	Oklahoma	Robnett, Willie	Mexico, Mo.
Kell, Emma	Mexico, Mo.	Roden, Irene	Mexico, Mo.
Kelso, Dennie	Mexico, Mo.	Rodgers, Jane	Mexico, Mo.
Kenton, Bernice	Missouri	Rose, Marie	Mexico, Mo.
Kirsch, Hildred	Illinois	Rowe, Mary	Mexico, Mo.
Klein, Edna	Kansas	Sayre, Mary	Missouri
Kramer, Helen	Missouri	Scudder, Mary Hord	Mexico, Mo.
Lee, Nellie	Mexico, Mo.	Sears, Mary	Pingtu, China
Lewis, Ruth	Mexico, Mo.	Sellard, Floy	Mexico, Mo.
Linhard, Regina	Missouri	Shotwell, Helen	Missouri
Linn, Ruhe	Colorado	Shotwell, Martha	Missouri
Long, Adelaide	Missouri	Simon, Ruth	Missouri
Lott, Georgia Loah	Missouri	Smith, Bernice	Mexico, Mo.
McCormick, Eva	Missouri	Smith, Clemence	Missouri
McCue, Frances	Mexico, Mo.	Snedeker, Laura	Missouri
McIntyre, Helen	Mexico, Mo.	Solt, Helen	Kansas
McMurtry, Anna	Mexico, Mo.	Stake, Blanche	Missouri
McMurtry, Edna	Mexico, Mo.	Stewart, Laura F.	Kansas
McQueen, Esther	Missouri	Storts, Mattie	Missouri
McQueen, Hazel	Missouri	Strickland, Vera	Missouri
Mansfield, Ruth	Illinois	Suess, Gertrude	Nebraska
Martin, Lucy	Missouri	Sumner, Adele	Texas
Meyer, Evalena	Mexico, Mo.	Sumner, Elizabeth	Texas
Meyer, Idalee	Mexico, Mo.	Swink, Laura	Colorado
Miles, Adaline	Missouri	Thomas, Jessie	Oklahoma
Miller, Polly	Mexico, Mo.	Thompson, Selma	Arkansas
Million, Margaret	Mexico, Mo.	Tralle, Margaret	Mexico, Mo.
Mitchell, Arlowein	Missouri	Tralle, Mildred	Mexico, Mo.
Morgan, Elizabeth	Texas	Van Ness, Gladys	Mexico, Mo.
Moss, Alta	Missouri	Walcott, Helen	Oklahoma
Mundy, Willis	Missouri	Wallace, Hazel	Missouri
Munger, Florence	Missouri	Wallace, Josephine	Mexico, Mo.
Myers, Wanda	Oklahoma	Wallace, Mary	Missouri
Newton, Madge	Illinois	Wallace, Mildred	Mexico, Mo.
Nichols, Vera	Illinois	Wallace, Myra	Kansas
Noel, Nellie	Missouri	Wallace, Neva	Missouri
Norton, Imogene	Texas	Walser, Gladys	Missouri
Ockrassa, Anna	Missouri	Wantland, Lois	Texas
Owen, Edna	Missouri	Ward, Helen	Illinois
Painter, Ethelyn	Missouri	Warren, Opal	Missouri
Patrick, Glenice	Kansas	Weinand, Mrs. F. J.	Mexico, Mo.

Wells, Alice	Missouri	Winans, Harriet	Mexico, Mo.
Wells, Marie	Missouri	Windmiller, Marie	Illinois
West, Arvilla	Missouri	Witherspoon, Alice	Mexico, Mo.
Wilburn, Susie	Missouri	Wonneman, Helena	Mexico, Mo.
Willhite, Elsy	Missouri	Woods, Ruth	Mexico, Mo.
Williams, Anna	Mexico, Mo.	Worrell, Dorothy	Mexico, Mo.
Williamson, Inez	Mexico, Mo.	Wright, Jessie	Iowa
Wilson, Mae	Missouri	Wymore, Dorothy	Mexico, Mo.
Yandell, Katherine	Kentucky		

Classified List

Literary	155	Expression	36
Piano	129	Art	35
Voice	58	Business	9
Gymnasium	49	Violin	7
Domestic Science	47	Organ	3



Graduates 1913

LITERARY

Margaret Callison, A.B....Clarence, Mo.
 Lucy Denham, A.B.....Mexico, Mo.
 Frances Graham, A.B.....Mineola, Mo.
 Alberta Griswold, A.B....Clarence, Mo.
 Mildred Johnson, A.B.....Mexico, Mo.
 Gertrude Suess, A.B.....McCook, Neb.
 Selma Thompson, A.B..Paragould, Ark.
 Alice Witherspoon, A.B....Mexico, Mo.
 Pauline Bohrer, B.L....Bellflower, Mo.
 Anna Byrns, B.L.....Mexico, Mo.
 Nell Cash, B.L.....Frankford, Mo.
 Sarah Rose Dickson, B.L.Carrollton, Mo.
 Edna Evans, B.L....Sweet Springs, Mo.
 Emma Kell, B.L.....Mexico, Mo.
 Helen McIntyre, B.L.....Mexico, Mo.
 Katherine Yandell, B.L....Marion, Ky.

PIANO

Maude BarbeeVandalia, Mo.
 Delpha HenegarGainesville, Mo.
 Jennie Hinsdale.....Pilot Knob, Mo.
 Madge NewtonPontoosuc, Ill.
 Floy SellardMexico, Mo.

Margaret TralleMexico, Mo.
 Helen WalcottArdmore, Okla.

VOICE

Willie Mabel Anderson..Springfield, Mo.
 Ligia BottsMexico, Mo.
 Alva FenskySt. Louis, Mo.
 Vera HillSmith Center, Kan.
 Arlowein MitchellElsberry, Mo.

EXPRESSION

Bess GwynKennett, Mo.
 Ruth MansfieldDonnellson, Ill.
 Blanche StakeKansas City, Mo.
 Lois WantlandHenrietta, Tex.

REGULAR ART

Beuhler RhoadesGreenville, Mo.
 Zola BealMexico, Mo.

KERAMIC ART

Ruth EarlyCentralia, Mo.
 Ruth HoxseyMexico, Mo.

VIOLIN

Bird CrumMexico, Mo.

Proficients

PIANO

Bernice Anderson.....Newton, Kan.
 Alva M. Fensky.....St. Louis, Mo.
 Vera FriedmanMartinsburg, Mo.
 Elizabeth Morgan.....Bowie, Tex.
 Wanda Myers.....Lawton, Okla.
 Clara Pearman...Mountain Grove, Mo.
 Mildred WallaceMexico, Mo.
 Marie Wells.....Marble Hill, Mo.

VOICE

Leta HandyCoffey, Mo.
 Florence Munger.....Kansas City, Mo.
 Josephine WallaceMexico, Mo.

VIOLIN

Margaret Million.....Mexico, Mo.

BUSINESS COURSE

Marian Graffty.....Kansas City, Mo.

STENOGRAPHY

Hildred Kirsch.....Benton, Ill.

BOOKKEEPING

Arvilla West.....Bellflower, Mo.

COOKING

Marion Aulls.....Bucklin, Kan.
 Rose Dickson.....Carrollton, Mo.
 Pauline D. Feddersen...Atchison, Kan.
 Alva M. Fensky.....St. Louis, Mo.
 Vera Nichols.....Roodhouse, Ill.
 Imogene Norton.....Hico, Tex.
 Willie Robnett.....Mexico, Mo.
 Mary Sears.....Pingtu, China
 Gertrude Suess.....McCook, Neb.
 Myra Wallace.....White City, Kan.
 Gladys WalserOlean, Mo.
 Harriet WinansMexico, Mo.
 Jessie Wright.....Glenwood, Ia.

SEWING

Pauline D. Feddersen...Atchison, Kan.
 Madge Newton.....Pontoosuc, Ill.
 Mary Sears.....Pingtu, China

Post-Graduate, 1913

ART

Miss Dorothy Holmes.....Mexico, Mo.



LITERARY SENIORS

Standing—Left to right: Selma Thompson, Paragould, Ark.; Lucy Denham, Mexico, Mo.; Mildred Johnson, Mexico, Mo.; Gertrude Suess, McCook, Neb.; Pauline Bohrer, Bellflower, Mo.; Rose Dickson, Carrollton, Mo.; Edna Evans, Sweet Springs, Mo.; Nelle Cash, Frankford, Mo.

Sitting—Left to right: Helen McIntyre, Mexico, Mo.; Alice Witherspoon, Mexico, Mo.; Katherine Yandell, Marion, Ky.; Anna Byrns, Mexico, Mo.; Frances Graham, Mineola, Mo.; Margaret Callison, Clarence, Mo.; Emma Kell, Mexico, Mo.; Alberta Griswold, Clarence, Mo.

Course of Study

College Preparatory

Eighth Grade Work in Public School Completed

(Figures in parentheses mean hours of recitation per week.)

For description of courses see pages 31-37

LATIN COURSE

FIRST YEAR

English I (5); Latin I (5); Mathematics I (5); Civics (3) first semester, Elementary American History (3) second semester.

SECOND YEAR

English II (5); Latin II (4); Mathematics II (4); Ancient History (3).

THIRD YEAR

Required:—English III (3); Latin III (4); Mathematics III (3).

Electives:—French I (5); German I (5); American History (3).

FOURTH YEAR

Required:—English IV (3); Latin IV (4); Science I (3).

Electives:—French II (3); German II (3); English History (3); (a) Elements of Sunday-School Teaching (2), (b) Life of Christ (1).

MODERN LANGUAGE COURSE

FIRST and SECOND YEARS same as Latin Course

THIRD YEAR

Required:—English III (3); French I (5), or German I (5); Mathematics III (3).

Electives:—Latin III (4); American History (3).

FOURTH YEAR

Required:—English IV (3); French II (3), or German II (3); Science I (3).

Electives:—Latin IV (4); English History (3); (a) Elements of Sunday School Teaching (2), (b) Life of Christ (1).

CLASSICAL (GREEK) COURSE

FIRST and SECOND YEARS same as Latin Course

THIRD YEAR

English III (3); Latin III (4); Mathematics III (3); Greek I (5).

FOURTH YEAR

Required:—English IV (3); Latin IV (4); Science I (3); Greek II (4).

Electives:—English History (3); (a) Elements of Sunday-School Teaching (2), (b) Life of Christ (1).

Junior College

LATIN COURSE

Officially standardized by the Missouri State University, March 22, 1913.

JUNIOR YEAR

Required:—Latin V (3); English V (3); European History (3); Science II (3).
Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR

Required:—Latin VI (3); Science III (3).

Electives:—Shakespeare (3); Advanced American History (3); Mathematics IV (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek (); German (), or French (); Methods of Religious Education (2); Social Duties, Story-Telling (2); The Bible as Literature, Christ as a Teacher (2); Psychology (3).

MODERN LANGUAGE COURSE

JUNIOR YEAR

Required:—French III, or German III (3); English V (3); European History (3); Science II (3).
Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR

Required:—Science III (3); French IV, or German IV (3).
Electives:—Same as Senior Year, Latin Course, and Latin VI.

CLASSICAL (GREEK) COURSE

JUNIOR YEAR

Required:—Greek III (4); Latin V (3); English V (3); Science II (3).
Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR

Required:—Greek IV (4); Latin VI (3); Science III (3).
Electives:—Same as Senior Year, Latin Course (except Greek).

RELIGIOUS PEDAGOGY COURSE

JUNIOR YEAR

Required:—English V (3); Science II (3); Psychology (3); History of the Bible and Christianity (2).
Electives:—Latin V (3); Greek III (4); French III (3); German III (3); Mathematics IV (3); European History (3).

SENIOR YEAR

Required:—Science III (3); Methods of Religious Education (2); Social Duties, Story-Telling (2), or The Bible as Literature, Christ as a Teacher (2).
Electives:—Shakespeare (3); Advanced American History (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek III (4); Latin VI (3).

Grade or Rank of Literary Work Done at Hardin

Hardin has been Doing Junior College Grade of Work (Lacking One Science) for Many Years. Hardin was Officially Standardized as a Full Junior College by the Missouri State University, March 22, 1913

HARDIN AT THE UNIVERSITY OF MISSOURI

Miss Frances Mason, Mexico, Mo., A.B. Hardin, 1905; A.B. University of Missouri, August, 1907.

Miss Elizabeth Patterson, Mexico, Mo., A.B. Hardin, 1906; A.B. University of Missouri, June, 1908.

Miss Louise Blackmar, Columbia, Mo., A.B. Hardin, 1906; A.B. University of Missouri, August, 1908.

Miss Anna May Moore, Paris, Mo., A.B. Hardin, 1907; A.B. University of Missouri, June, 1909.

Miss Clara Haggard, Mexico, Mo., A.B., Hardin, 1911; enrolled University of Missouri, September 19, 1911, completed requirement for A.B. summer 1912, degree will be awarded June, 1913. Student during 1912-13 in School of Education, working for B.S. in Education; also in Graduate School.

Miss Lena Johnson, Mexico, Mo. (one year in Hardin following High School); entered the University September 22, 1909, graduated A.B. June 13, 1912.

HARDIN AT THE UNIVERSITY OF CHICAGO

Miss Mabel Proctor, Monroe City, Mo., A.B., Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, received 27 majors credit "advanced standing," took 9 majors work in the University and graduated A.B., June, 1908. In residence only four quarters.

Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (St. Louis)

Miss Imogene Franklin, St. Louis, Mo., A.B. Hardin, 1906; A.B. Washington University, June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.

IRVIN SWITZLER, Registrar.

ENGLISH.—MISS LUTHERA EGBERT, MISS MARY B. HILDEBRAND, MISS LUTIE VAUGHAN

Grammar.—English Grammar.—An elementary course in practical English Grammar. The exercises of the course will consist mainly in sentence analysis and short compositions to illustrate the grammatical principles. Reading of some masterpieces of literature. For student's needing review. Miss Vaughan.

English I.—Five hours.

An elementary course in English Composition. Study of some masterpieces of literature. Text, Scott & Denney's Elementary English Composition. Miss Hildebrand.

English II.—Five hours.

Scott & Denney's English Composition-Rhetoric. This course attempts

to make students familiar with the principles of English Composition. It will consist of exercises based upon text-book study and themes. Study of several masterpieces required for college entrance. Miss Hildebrand.

English III.—Four hours.

English Literature.—About three-fourths of the hours of instruction will be devoted to the study of masterpieces and to the history of literature. The remaining time will be given to composition. Miss Egbert or Miss Hildebrand.

English IV.—Three hours.

Advanced Rhetoric and Composition.—Especial emphasis will be placed on composition and rhetoric. Supplementary work in literature, however, will be offered if necessary to meet the needs of the class.

The second semester will be given mainly to the study of American Literature. Miss Egbert.

English V.—Three hours.

First Semester.—General survey course in Literature. The aim of the course is to lay before the student the whole field of English Literature in its successive periods from the earliest beginnings to the present day. A large amount of reading will be required.

Second Semester.—Advanced Composition.—A knowledge of Rhetoric, will be assumed and attention confined to the art of clear and effective expression. Short and long themes. Lectures. Miss Egbert.

English VI.—Three hours.

First Semester.—Shakespeare.—Careful study of a few selected plays and the rapid reading of others.

Second Semester.—Shakespeare continued, or Anglo-Saxon Grammar and Prose. An elementary course in Old English Grammar with easy readings. The object of the course is to acquaint the student with the antecedents of modern English words and inflections. Miss Egbert.

MATHEMATICS.—MISS FRANCES EGAN

Mathematics I.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary Course.

Mathematics II.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Wells' New Plans and Solid Geometry.

Mathematics III.—Three hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a re-

view of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binomial theorem, logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course.

Mathematics IV.—Three hours.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra.

HISTORY AND POLITICAL ECONOMY.—PROF. JOHN W. MILLION, MR. GUY MOTLEY, MISS MARY BLANCHE HILDEBRAND, and MISS LUTIE VAUGHAN

HISTORY.—*First Year Preparatory.*—Three hours.

Civics and Elementary American History. Miss L. Vaughan.

Second Year Preparatory.—Three hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, Myers' "Ancient History," Guerber's Myths of Greece and Rome." Miss Hildebrand.

Fourth Year Preparatory.—Three hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work. Mr. Motley.

Junior Year.—Three hours.

Mediæval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and

Louis XIV.; Colbert's work; the Northern nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source-work will be largely used. Texts, Hart's "Formation of the Union," Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—PRESIDENT MILLION. Two hours

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Alvin S. Johnson's "Introduction to Economics."

RELIGIOUS PEDAGOGY.—MR. TRALLE

The department of Religious Pedagogy in Hardin College was the first in any college in Missouri and the first in a junior college anywhere. It was established by a vote of the trustees early in the year 1911, with Prof. Henry Edward Tralle in charge. The work was begun with the opening of the fall semester of the same year, with a fine enrollment, and, during the second year, there have been enrolled in the department more than one-fourth of all the students in the school.

For the use of the students in the department, there has been established a special library containing several hundred volumes of selected books on psychology, pedagogy and the Bible, and also sets of graded lesson helps and teacher-training text-books, together with Bible maps, Oriental models and samples of graded hand-work.

The courses in Religious Pedagogy provide definite training for practical Christian service in home and church. The students in this department may or may not become missionaries or specialists—indeed most of them will not—but, in any event, they are prepared for effective teaching in the Sunday-school and for leading training classes, prayer-meetings, etc.

Students in this department receive credit on degrees as in any other department. These courses of study are required for A.B. and B.L. students taking the Religious Pedagogy course, and are elective for those taking the Latin, Modern Language or Greek courses. The courses in this department are open also to qualified Conservatory, Business and Special students.

In connection with the department, correspondence courses are conducted and extension work is maintained.

Fourth Year Preparatory.

1. Elements of Sunday-School Teaching, two hours, both semesters. A First Standard teacher-training

course, including lessons on the teacher, the pupil, the school and the Bible with practice and observation work and references to the literature of the subjects treated. Text, Tralle's "Sunday-School Experience."

2. The Life of Christ, one hour, both semesters. The students read the four Gospels in Stevens and Burton's "Harmony of the Gospels," a selection each day, as outlined in Sharman's "Studies in the Life of Christ." The class hour is devoted to a review of the week's reading and to a discussion of the more important questions involved.

Junior Year.

1. Psychology—(1) Essentials of Psychology, three hours, first semester. A study of the fundamental principles of psychology—sensation, perception, memory, imagination, reason, emotions, will, etc. Text, Pillsbury's "Essentials of Psychology." References to the standard psychologies. (2) Child Psychology, three hours, second semester. A study of the nature and growth of the mind during childhood and youth, of the instincts and other factors in human development, with practical applications to the teaching of the child and the adolescent. Text, Kirkpatrick's "Fundamentals of Child Study." References to Hall, Tracy, Mumford, Montessori, and others.

2. History of the Bible and Christianity, two hours, both semesters. A general comprehensive course introductory to the intelligent study of the Bible, including in brief outline an account of the Jewish people, the origin of the Bible and Christianity, the history of the Christian church, and a summary of present-day Christianity with a bird's-eye view of modern missions. Text, Waring's "Christianity and Its Bible." References to biblical and other literature.

Senior Year.

1. Methods of Religious Education, two hours, both semesters. A study

of the fundamental principles of pedagogy applied to religious education, illustrated with biblical and other religious materials. The problems of the great life periods of the pupils are considered, with practical applications. The various graded Bible lesson systems are examined, with practice in their use. The recitation, story-telling, research and other methods of teaching receive due attention, with emphasis on the importance of securing the self-expression of the pupil through handwork, etc. The development, organization and management of the Sunday-school are outlined. There is practice and observation work on Sundays. A text is used, and there are numerous references and exercises.

2. Social Duties and Story-Telling—(1) Social Duties, two hours, first semester. An elementary course in Christian ethics and sociology—duties relating to the family, to neglected children, to working-men, to government, in cities, in rural communities, etc. Text, Henderson's "Social Duties from the Christian's Point of View." References to the literature. (2) Story-Telling in Religious Teaching, two hours, second semester. A study of the fundamental principles of the story and of the art of its effective use

in religious teaching. Selected stories from biblical and other literature are analyzed, and the students are drilled in the making and telling of graded stories. Texts, St. John's "Stories and Story-Telling," Houghton's "Telling Bible Stories," and Bryant's "How to Tell Stories to Children." References to the literature. Students may choose between this course and course 3.

3. The Bible as Literature and Christ as a Teacher—(1) The Bible as Literature, two hours, first semester. Interpretative studies in the literature of Israel. The aim is to lead the student into a discriminating appreciation of the Bible as the greatest of all literatures. Texts, the Bible, and Houghton's "Hebrew Life and Thought." References to Moulton and others. (2) Christ as a Teacher, two hours, second semester. Includes an introductory outline of the life of Christ, an analysis of the Teaching on the Hill as recorded in Matthew five to seven, and a careful study of the more characteristic experiences of Jesus as a teacher, with practical applications to the teaching in the home and Sunday-school of our time. Text, the Gospels. References to other literature. Students may choose between this course and course 2.

GREEK.—MRS. MILLION AND MISS AGNES VAUGHAN

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

Greek I.—Five hours.

Texts, White's First Year Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

Greek II.—Four hours.

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek

Grammar, Merriam's "The Phæaciens of Homer," Merry's "Homer's Odyssey," Books XIII, XIV.; Autenrieth's Homeric Dictionary, Woodruff's Greek Prose Composition. Mrs. Million and Miss Vaughan.

Greek III.—Four hours.

Texts, Bristol's "Lysias," ten orations; Tyler's "Philippics of Demosthenes," Dyer's "Apology and Crito of Plato." Mrs. Million.

Greek IV.—Four hours.

Tragedy and Comedy. Mrs. Million.

LATIN.—MRS. MILLION AND MISS VAUGHAN

Latin I.—Five hours.

Texts, D'Ooge's First Year Latin.
Miss Vaughan.

Latin II.—Four hours.

Texts, Kelsey's Cæsar; Barss' Writing Latin, Book I. Miss Vaughan.

Latin III.—Four hours.

Texts, D'Ooge's "Cicero;" Bennett's Latin Grammar; Barss' Writing Latin, Book II. Miss Vaughan.

Latin IV.—Four hours.

The equivalent of four books of Cæsar and six orations of Cicero is required before entering this class. Texts, Frieze's "Vergil;" Mythology, Guerber's "Myths of Greece and Rome." Miss Vaughan.

Latin V.—Three hours.

First Semester.—Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

Second Semester.—Horace, Satires and Epistles. Mrs. Million.

Or, First Semester.—Two hours. Ovid.

Second Semester.—Two hours. Roman Comedy, Terence. Mrs. Million.

Latin VI.—Three hours.

First Semester.—Text, Abbott's "Cicero's Letters." Selected Letters and a study of the times as shown in the letters.

Second Semester.—Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES.—MISS IDA E. SCHNIREL

German I.—Five hours.

"Elements of German," Becker-Rhoades. "Glück Auf" and "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs, and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems in "Glück Auf" and six German songs.

German II.—Three hours.

Thomas' Practical German Grammar (revised). Reading, "Minna von

Barnhelm," Lessing; "Wilhelm Tell," Schiller; Selections from representative modern authors. Conversation, dictation and translation into German.

German III.—Three hours.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors—Lessing, Schiller, Heine. Memorizing famous German poems and singing of more difficult songs.

German IV.—Three hours.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

French I.—Five hours.

Thieme & Effinger's French Grammar. "Le Tour de la France par Deux Enfants." Dictation, translation, conversation, memorizing six poems, and study of French geography.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

French II.—Three hours.

Fraser and Squair's Grammar. Reading of French classics, representative authors. Conversation, dictation, translation into French.

Advanced French Prose Composition, François.

French III.—Three hours.

Composition; History of French Literature; Reading of Selections from representative authors—"Le Cid," Corneille; "Notre Dame de Paris," Hugo. Moliere's *Le 'Avare*. Memorizing difficult poems.

French IV.—Three hours.

First Semester.—Littérature Française Rogez, et Berlitz. Morceaux choisis des Classiques Français du XVIIIe Siècle, Bernardin.

Second Semester.—Cours de Dictées, P.C.H. de Satgé. Rapid reading of Victor Hugo's "Les Misérables."

SCIENCE.—MR. PEELER

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss. Mr. Peeler.

Chemistry.—A study of the non-metals and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. One lecture period and two periods for laboratory work. Mr. Peeler.

Biology.—An elementary course in Plant Biology. It will include a study of the general structure of plants, adaptation of the nutritive organs of plants, respiration and the production of energy in plants, reproduction in plants, plant propagation, plants in their relation to human welfare, plant classification, etc. The laboratory work will require a carefully kept note book, with drawings, by the student. The laboratory work and the reference reading are outlined by the instructor. One lecture period and two periods for laboratory work. Mr. Peeler.

N. B.—All the laboratory periods are double periods—that is, two hours.

HISTORY OF ART.—MISS AGNES CARR VAUGHAN

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some masterpieces in

each, with brief sketches of famous artists. Text, Goodyear's "History of Art." Two hours. Senior year.

STEREOPTICONS

Two high-grade Stereopticons have been installed for regular use in class room work and in lectures. The stereopticon has already been used with great success in the History of Art course.

There are great possibilities for the stereopticon not only in Art History but in the classics, History, English, Science and History of Music.



DRAMATIC CLUB—"TWELFTH NIGHT"

COMMERCIAL DEPARTMENT.—MISS MAE HOLZER

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System is used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—Both Touch and Sight methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, together with the Second Year Preparatory in English, will receive a certificate of proficiency.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Accounts.

DEPARTMENT OF EXPRESSION.—MISS LENA M. DICKINSON

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions according to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progressive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—INDIVIDUAL WORK. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the reg-

isters, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercises for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—INDIVIDUAL WORK. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the great masterpieces of literature. Character delineations. Recitals.

Third Year.—INDIVIDUAL WORK. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture. Scenes from Shakespeare and the interpretation of works by the great masters.

Class Expression.—The practical value for young women of the thorough course which is offered in Class Expression can hardly be overestimated. It gives a foundation for clear thinking and analysis, proper enunciation and pronunciation; cultivates a clear, musical voice, and a power to read intelligently—a gift few possess naturally.



EXPRESSION SENIORS

Bess Gwyn, Kennett, Mo.; Lois Wantland, Henrietta, Texas; Blanche Stake, Kansas City, Mo.; Ruth Mansfield, Donnellson, Illinois



THE ATHLETIC ASSOCIATION



BASKET-BALL TEAM



TENNIS COURTS

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture, because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty

which refines the character, and gives ease and grace by a physical response to the thought. Plays are studied in a two-fold relation as dramatic art and as literature.

Candidates for graduation must complete the entire course, the English work of the regular college curriculum through the Fourth Year Preparatory and one year of French or German.

Texts, "Evolution of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort. The course covers a series of developing and corrective exercises; exercises for health, control, freedom, grace and poise. Much attention is given to correct method of standing and walking and deep

breathing; to the training of the power of coördination and sense of rhythm to gain results in grace, ease of movement, and self-reliance. Exercises in dumb-bells, wands, Indian clubs, poles and rubber balls are used, together with free developing exercises, fancy steps and gymnastic games. 'Cross-country walks, basket-ball, hockey, girls' base-ball and tennis afford incentives for outdoor exercise and recreation.

ROUND TABLE.—MRS. J. W. MILLION, Conductor

The Round Table meets once a week for reading and informal talks upon subjects of interest and value to women.

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Mental Hygiene.—Eugenics.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

Also the following topics:

1. *What Are You Worth.*—To your home, to the community, to the race?

2. *Cultivation of Self.*—Mind, body, spirit. The highest education, an harmonious development of the tri-being.

3. *Food.*—Its use and abuse.

4. *Exercise.*

5. *Breathing.*—Importance of correct breathing.

6. *Sleep.*

7. *Bathing.*

8. *Moral Thinking.*—How do you live in your thought world?

9. *Friendship.*—Between boys and girls; between girls; the value of noble companionship.

10. *Love.*—What is it? The immeasurable difference between love and infatuation.

11. *Engagements.*—Sacredness of such relationship. A time for preparation for what?

ART DEPARTMENT.—MRS. BELLE KING FITZGERALD

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artistic material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

An Art Club, to which all Seniors and Juniors must belong, will be organized for those interested in what is being done in the world of Art at the present time. The best Art journals will be at the disposal of the Club and will be reviewed and discussed freely by the members.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion. A diploma will be awarded those completing the full Art course. China is not required and cannot be substituted for required work. Art History, attendance in Art Club and Sketch Class and Third Year Preparatory English are included in the required work.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTLINE OF COURSES

1. *First Year Drawing.*—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature; modeling in clay; perspective.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses,

and the training obtained is equally valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing.*—Drawing from casts of heads, busts, still life, in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching; composition.

3. *Painting.*—Simple studies in still life, water colors as a medium. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition; Art Club and Sketch Class.

4. *Advanced Painting.*—Painting in oil from life, nature, still life; portrait study in the Life Class; composition; perspective; Art Club and Sketch Class; Art History.

Students completing the above four courses and the Third Year in Preparatory English will receive the full diploma in Art.

OUTDOOR SKETCHING

All Juniors and Seniors are required to attend the Sketch Class regularly.

KERAMIC ART CLASS

Students who complete the work in China Painting only will receive not a diploma but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Keramic Art and Design by Mrs. Smith, and the Second Year in Preparatory English.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leathercraft.

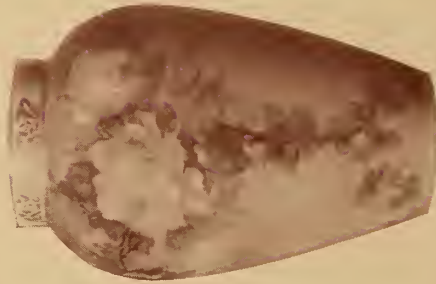
Leathercraft appeals to the craftsman for its durability, richness in texture and color, and its responsiveness to his handling. The opportunity for original design and execution is unlimited.

Mrs. Smith will return in the autumn with many new designs and ideas



ART SENIORS

Ruth Hoxsey, Mexico, Mo.; Beuhler Rhodes, Greenville, Mo.; Zola Beal, Mexico, Mo.; Ruth Early, Centralia, Mo.



Vase: Ruth Early



(Oil) Tapestry—"Puzzled"; Zola Boal



Water Color—Nature Study: Beuhler Rhodes



Vase, "Sada San"; Bon Bon, etched: Ruth Hoxsey



CAMPUS SCENE

in Art which she will collect during her travels in the summer.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kiln No. 7 Special used in the Art Room.

DOMESTIC ART AND SCIENCE.—MISS ELIZABETH ELVIRA SMITH

Domestic Art.—The course in Domestic Art is adapted to the needs of a beginner. Two years' time is required to complete it and at the end of this time one will have gained a very comprehensive knowledge of this art. Every young woman who desires to have a broad education should take one or both of these courses.

In the first year's course the pupil is taught the principles of sewing. During this year only plain garments are made and these are cut by pattern. In this way she is trained in the use of ready-made patterns. The pupils *furnish their own materials and patterns*. The Drafting System costs \$3.50. This is not needed until the second year.

Each pupil has two lessons in sewing a week, and these are arranged so as not to interfere with her other work.

Students completing the two years' course successfully will receive a Certificate of Proficiency (cost \$2.50).

Domestic Science.—The Domestic Science course is practical, the primary aim being to lay a foundation of the fundamental principles of cookery with which each student may become

familiar and upon which she may build a system of cookery in accord with modern science and yet adapted to her own conditions.

The order in which the topics are considered will be helpful to those who have had no experience in cooking; application of heat to foods; uses of water in cooking; cooking of foods, as grains, vegetables, meats, etc.; mixing and cooking of doughs, and the making of more complicated dishes. Lectures are given with the courses on Food and Dietetics. The girls are taught to plan menus; luncheons are served during the year.

The cost is very small compared with the knowledge of the subject gained and every student who can possibly arrange to take the course should avail herself of the opportunity. Two lessons a week are given and these are so arranged that they do not conflict with work in the collegiate courses. Pupils taking Cooking should provide large white aprons to wear in the Cooking laboratory. Two courses constitute one year's work. Students finishing the course satisfactorily will receive a Certificate of Proficiency (cost \$2.50).



COOKING SCHOOL—TABLE LAID FOR FIVE-COURSE LUNCHEON

MENU

First Course—Fruit Cocktail.

Second Course—Lamb Chops, Tomato Sauce, Creamed Potatoes.
Asparagus on Toast.

Third Course—Shrimp Salad, Saratoga Flakes.
Fourth Course—Strawberry Sherbet, Devil's Food Cake.
Fifth Course—Cafe Noir.

Degrees

(Honors will not be conferred until all bills are paid.)

1. The degree of A.B. (Junior College) will be conferred upon students who complete any one of the four courses: Latin, Modern Language, Classical, Religious Pedagogy (page 31). Students completing the Junior College (A.B.) courses will be admitted to the Junior year of the Missouri State University without examination.

2. The degree of B.L. will be conferred upon all students who complete the A.B. course through the Junior year.

Students who reach a standard of 90 per cent in examinations, combined with class grades during the year, are marked *distinguished* and their names published on Commencement Day.

On Government

For some years Hardin College has striven towards a larger measure of self-government in the student body, attention being devoted first to the Senior and Junior classes, and accredited High School graduates. Progress towards self-government has not been rapid. Furthermore, it is not the purpose of the Faculty to turn over the control of the institution to the student body. It is our purpose to strive towards that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or state. Rules and regulations in a school are to the school what laws are to a state. Rules and laws are to be obeyed. We want the fewest possible, and those rational.

Regulations for Boarding Pupils

Each pupil must bring one pair of blankets, two white counterpanes, two pairs of sheets, two pairs of pillow-cases (size of pillow-slips, 18x36 inches), six towels, two sash curtains three feet in length, six table nap-

kins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on) ; also umbrella, rain coat and rubbers, a hot-water bag, and a bag for soiled clothes marked *with name in full, not initials*. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

The uniform is a dark tailored suit, any dark color desired, and a *small* street hat (no plumes). For early fall and spring a white linen (not lingerie) shirt waist and black skirt, or tailored white suit, are used. Each student must provide herself with some light, inexpensive waists or gowns to be worn at dinner and at informal receptions. At receptions the dress should be very simple.

Students are not to leave the College grounds without permission. Students whose names are on the "Honor Roll" from week to week are given special privileges.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors, and under no circumstances in their rooms. *When parents or other relatives visit the College the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature a charge for nursing will be made.

Parents desiring to make special requests for, or grant permissions to, their daughters, should write *directly to the Lady Principal, Mrs. H. M. Richardson.*

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permission will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first-class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young women who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the students. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

Rules for Day Students

Day students will sit in Study Hall when not in recitation.

They must go home when class work is finished.

They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.



Hardin Conservatory
of Music



PROFESSOR ARNOLD E. GUERNE
Director of the Conservatory

Hardin Conservatory of Music

Chartered by the State, with Power to Confer Degrees and Grant Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory holds its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performance of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won



PIANO SENIORS

Standing—Left to right: Floy Sellard, Mexico, Mo.; Maude Barbee, Vandalia, Mo.; Madge Newton, Pontoonac, Ill.
 Sitting—Left to right: Helen Walcott, Ardmore, Okla.; Margaret Tralle, Mexico, Mo.; Delpha Henegar, Gainesville, Mo.; Jennie Hinsdale, Columbia, Mo.

great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career :

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of the Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne (England), one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College with the exception of four years.

PROF. HENRIK GJERDRUM

Full Conservatory Professor

Prof. Gjerdrum, a native of Norway, was added to the Faculty of the Hardin Conservatory in September, 1910. Prof. Gjerdrum has more than justified the confidence we placed in him. Although a young man, he has made an enviable record in Music. His scholastic record appears in the Faculty lists.

Concerning Prof. Gjerdrum's qualifications as a member of the Faculty in a school for young women, Miss Mary Goodrich Deem, of the Faculty of the State Normal School, Valley City, North Dakota, states: "Prof. Gjerdrum has the thoroughness of the Norwegian. His technique is built upon a strong foundation. His recitals show astonishing results technically. He is altogether a fine, earnest, hard-working teacher. He does not pose as an artist, has no professional jealousy, but takes great pride in his pupils. He is certainly trustworthy and morally sound. He has unusual poise and dignity."

MISS JANE LAWRENCE

Full Conservatory Professor

After finishing the Junior Course at the University of the Pacific Conservatory, Miss Lawrence studied at the State Academy of Idaho, and taught privately for a year or two. She was a student at McMinnville Conservatory of Music, McMinnville, Oregon, until she graduated, in 1908; then a teacher in the same school for one year. She has had large private classes in San José, Cal., and Pocatello, Idaho, for some years. Later she studied under Allen Spencer, then with Miss Robyn at the American Conservatory, Chicago, in 1910-11.

MISS RUTH COVINGTON

Miss Covington studied under Prof. Guerne for five consecutive years, graduating in 1909 at the head of her class. Throughout her course Miss Covington proved herself a bright, earnest and most conscientious student. After two years of private teaching she returned in 1910-1911 to take a post-graduate course under Prof. Guerne. Her recital at the close of the school year proved her possessed of a brilliant and exceptionally clear technique, as well as of a good musical understanding. Since then she has taken further work with Prof. Guerne. Her year of teaching in Hardin College has proved her ability as a teacher of piano.

MRS. RUBY CANNON PEELER

Graduate High School, Elsberry, Mo., 1899; student in Stephens College in Piano, Voice, Harmony, Theory, History of Music and Art Expression, 1899-1901; graduated in Expression 1900, in Piano 1901; private teaching in North Dakota 1901-1902; private teaching in Elsberry, Mo., 1902-1904; post-graduate work in Piano and Harmony under T. Carl Whitmer, Director of the Conservatory of Music, Pittsburg, Pa. 1905-7; special student in German and Piano under Vratislav Mudroch 1907-09.

Course of Study

Pianoforte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano-playing being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte-Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte-playing, Matthay advises us to "beware of method-mania, that bane of so many educational systems; that pandering to automaticity, laziness, and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and hence failing to perceive that the really great artist does not exhibit any one method of tone-production, but that he, on the contrary, employs all kinds of tone-production, kaleidoscopic in the constant though subtle variety of their contrasts." "Rigid methods are all very well for the rough-and-ready education required in the drill-room of a barracks, but they should have no place in any educational system that purposes to impart anything in connection with Art."

"The only good system is that which adapts the course of teaching to the individual needs of each and every particular student. All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode, and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rythme des doigts;" Oscar Beringer's "Daily Practice") throughout the course.

Matthay's Relaxation Studies; Czerny-Germer, Selected Studies, Volume I.; Kohler, Studies, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer. Selected Studies from Op. 299 (School of Velocity), Op. 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bülow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tchaikowsky, Moszkowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum;" Moscheles, Op. 70; Kullak, School of Octaves; MacDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xaver and Philip Scharwenka, Saint-Saëns, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Post-Graduate Course.—Tausig, Daily Studies; Philipp's School of Octave Playing; Etudes by Chopin, Rubenstein, Liszt, MacDowell, Moszkowski, etc.; Bach, "Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubenstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on GOOD rather than LONG practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

1. An absolutely clear comprehension of the principal points to be studied in the music at hand.
2. A clear perception of where the difficulties lie, and
3. A clear understanding of the way in which to overcome those difficulties.

PROFICIENCIES AND DIPLOMAS IN PIANO

Candidates for the Certificate of Proficiency must have completed the following work: The course in Piano through the Junior year, one year in Harmony in this Conservatory, and the second year in College Preparatory English in the Literary Course.

Securing proficiency in Piano, Voice or Violin does not guarantee that the student will graduate with one more year's work. It simply means that the student has attained such a degree of proficiency that, with another year of full, average work, carrying what is designated below, and making up any conditions that may be imposed, she will graduate.

Candidates for graduation must do an additional year's work in Piano and Harmony, one year in History of Music, and take the third year in College Preparatory English, and give a recital, the program of which must be of the Senior Course standard. In all but very excep-

tional cases students already advanced when entering Hardin will be required to spend two full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano.

Voice Culture

Mrs. Adam graduated at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartette of the old Third Presbyterian Church, Pittsburg, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned in the Faculty pages of the catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. She does not train her students on a limited number of pieces for show purposes. Students are taught for growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability the Department of Voice has increased very greatly in numbers since she took charge of it.

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual), Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi, Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi Etudes, Op. 14, 18; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year), German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.



MRS. MAY BEESLEY ADAM
Head of Voice Department



VOICE SENIORS

Alva Fensky, St. Louis, Mo.

Arlowein Mitchell, Ellsberry, Mo.

Ligia Botts, Mexico, Mo.

Vera Hill, Smith Center, Kan.

Willie Mabel Anderson, Springfield, Mo.

Voice, Sight-Singing and Ear Training

MISS JESSIE FRANCES GUPTON

Miss Gupton is a pupil of Mrs. Adam, having graduated from the Voice Department of Hardin College Conservatory of Music as a member of the class of 1909. During the season of 1909-10 she completed a post-graduate course and in 1910-11 took an additional year of post-graduate work with Mrs. Adam, thus finishing a four-years' course in Voice with a fine record. Miss Gupton has a high soprano voice of unusual compass and brilliancy.

Public School Music

MISS GUPTON

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many instances, are not fitted for concert or church work.

Text: The Primer and Books I., II. and Alternate III. of the Modern Music Series, and Books I., II. and III. of the Manuscript Series of Vocal Music.

Students completing the course in Public School Music, together with Junior Harmony, Second Year Preparatory English and Sight-Reading and Ear-Training, will be awarded a Certificate of Proficiency in Public School Music. (Cost \$2.50.)

PROFICIENCIES AND DIPLOMAS IN VOICE

Students completing the second year, as laid down on page 63, including Harmony one year and second year College Preparatory English, will be awarded a Certificate of Proficiency in Voice.

Candidates for graduation in Voice must have completed the following course in Sight-singing and Ear-training:

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four part exercises and songs. Advanced work in Ear-training.

They must have completed also one year in Harmony, one year in History of Music, one year in either French or German, the third year in College Preparatory English, the second year's work in Piano; be able to play accompaniments well; read Vocal Music at sight; and acquit themselves creditably in public recitals. The completion of this work, a three-years' course (two years of which must be in this Conservatory, except in very exceptional cases), entitles the student to a Diploma in Voice.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third year (Junior work) in Piano.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern School of Organ playing, represented by Guilmant, Widor, Saint-Saëns, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost \$3,500.

Violin

MISS SUSAN A. WEBB

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I. or Grün, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.



VIOLIN SENIOR
Miss Bird Crum, Mexico. Mo.

Grade II.—De Beriot, Vol. I. (Positions). Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Speciales. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Kreutzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Selections from Bach Sonatas. Schradieck, Chord Studies.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

PROFICIENCIES AND DIPLOMAS IN VIOLIN

Students who complete the fourth grade in Violin, one year of Harmony and the second year in College Preparatory English will be given a Certificate of Proficiency in Violin.

Candidates for graduation in Violin must complete the five grades of the Violin Course, two years of Harmony, one year of Musical History, the third year in College Preparatory English, and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS JANE LAWRENCE AND MISS SUSAN A. WEBB

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concorde and discords). Harmonizing of short musical sentences, chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year.—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.).

Second Semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course.—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms.

Text, Goetschius' Applied Counterpoint.

Musical History

MISS FRANCES GUPTON

Text-book: Baltzell, together with Hamilton's "Outline of History."

The Artist Course

One of the important educational advantages at Hardin is the Artist Course. The school year of 1912-13 offered three concerts by artists of world-wide reputation. The artists and dates of concerts were as follows:

November 20—MADAME CHARLES CAHIER, American Prima Donna Contralto, Imperial and Royal Court Singer Metropolitan Opera House, New York, Imperial and Royal Court Opera, Vienna, Royal Prince Regent Theater, Munich.

January 20—EDOUARD DETHIER, Belgian Violinist.

February 14—MISS TINA LERNER, Russian Pianist.

Hardin College is offering its patrons another course of artists during the school year of 1913-14.

Beside musical attractions the course will include a reader of note. The Artist Course will be under the management of Pres. J. W. Million and the Music Faculty. Prof. Henrik Gjerdrum has kindly consented to take charge of all business details.

Frequent Concerts and Recitals are also given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in Music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such concerts.

The charge for the Artists Course (\$4.00) is required of all students.

Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.

2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.

3. The College is not a private institution handicapped by debt.

4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Expenses for the Scholastic Year

For shorter time, see paragraph, page 73, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects; it embraces all studies not found under the head "Extra Branches," below. Students taking "mixed" or "special" courses—that is, part Literary and part Music, Art, Expression or other Extra Branches—must exercise great care in making up courses.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study.....	\$20.00
Two Literary Studies.....	40.00
Three or more Literary Studies.....	60.00

BOARDING PUPILS

Board, heat, light, laundry, as stated below, well furnished room, and full Collegiate (Literary) Course, per Scholastic Year, with or without Physical Culture.....\$300.00

(This charge [\$300.00] does not include any Music, Art, Expression, Domestic Science or Business Course.)

Fifteen to twenty plain pieces per week allowed for washing. Collars, dresses, shirtwaists and fancy skirts are not included in the College laundry.

Boarding pupils not taking the regular Literary Course but mixed or combination courses will be charged \$225 the school year for board, room, heat, light and plain laundry. In case only one or two literary branches are added, the charge will be \$20 for each branch. Three or four Literary Studies come at \$60. Literary Studies cannot be exchanged for additional piano practice or for other items.

The charges for "Extra Branches" or "Special Studies" in mixed or combination, are as follows:

Piano, Professor Arnold E. Guerne, Director (for advanced students), one-half year, \$60.00; whole year.....	\$100.00
Piano, Professor Henrik Gjerdrum, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawrence, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Covington, one-half year, \$45.00; whole year.....	80.00
Piano, Mrs. Peeler, one-half year, \$45.00; whole year.....	80.00
Practice on Piano, one hour per day, per year.....	10.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Voice, individual, Mrs. Adam, half-year, \$50.00; year.....	\$ 90.00
Voice, individual, Miss Gupton, half-year, \$40.00; year.....	70.00
Vocal Music, sight-reading in class.....	10.00
Public School Music Course.....	20.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe Organ, one-half year, \$60.00; whole year.....	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$45.00; whole year.....	80.00
Painting and Drawing, or either:	
One hour daily in studio, one-half year, \$25.00; whole year.....	40.00
Two hours daily in studio (Regular Course), one-half year, \$45.00; whole year.	80.00
Three hours daily in studio, one-half year, \$55.00; year.....	100.00
Sketch Class, per month, one lesson per week.....	1.00
Individual lessons, one-half hour, each.....	1.00
Expression, in class, two half-hour lessons per week.....	20.00
Expression, individual lessons, two half-hour lessons per week, one-half year, \$45.00; year.	80.00
Gymnasium, class instruction, two half-hour lessons per week, half-year, \$10.00; year.	15.00
Typewriting (one semester), \$10.00; whole year.....	20.00
Stenography, half-hour lessons daily (one semester), \$20.00; whole year.....	40.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, English), one semester, \$50.00; one year.....	90.00
Bookkeeping, one year.....	30.00
Cooking Lessons, one-half year \$15.00; whole year.....	30.00
Sewing Lessons, one-half year, \$12.50; whole year.....	20.00
Cost of outfit, or "system," \$3.50. No materials furnished free by the School.	
Library fee, paid by all who take any literary work, or History of Music.....	2.50
Round Table Course, one year.....	10.00
Diploma.	10.00
Fee in Physics.	5.00
Fee in Chemistry.	5.00

Unless otherwise stated, students enter for the entire school year. Three-fifths of the annual contract price is due and payable September 11, 1913, on entrance, and two-fifths January 15, 1914. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to John W. Million, President. Bank references are required.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light and plain laundry.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS

Young ladies who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition (\$60.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$340.00 or more, not including the literary tuition. The student gets a \$400.00 course for \$340.00. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

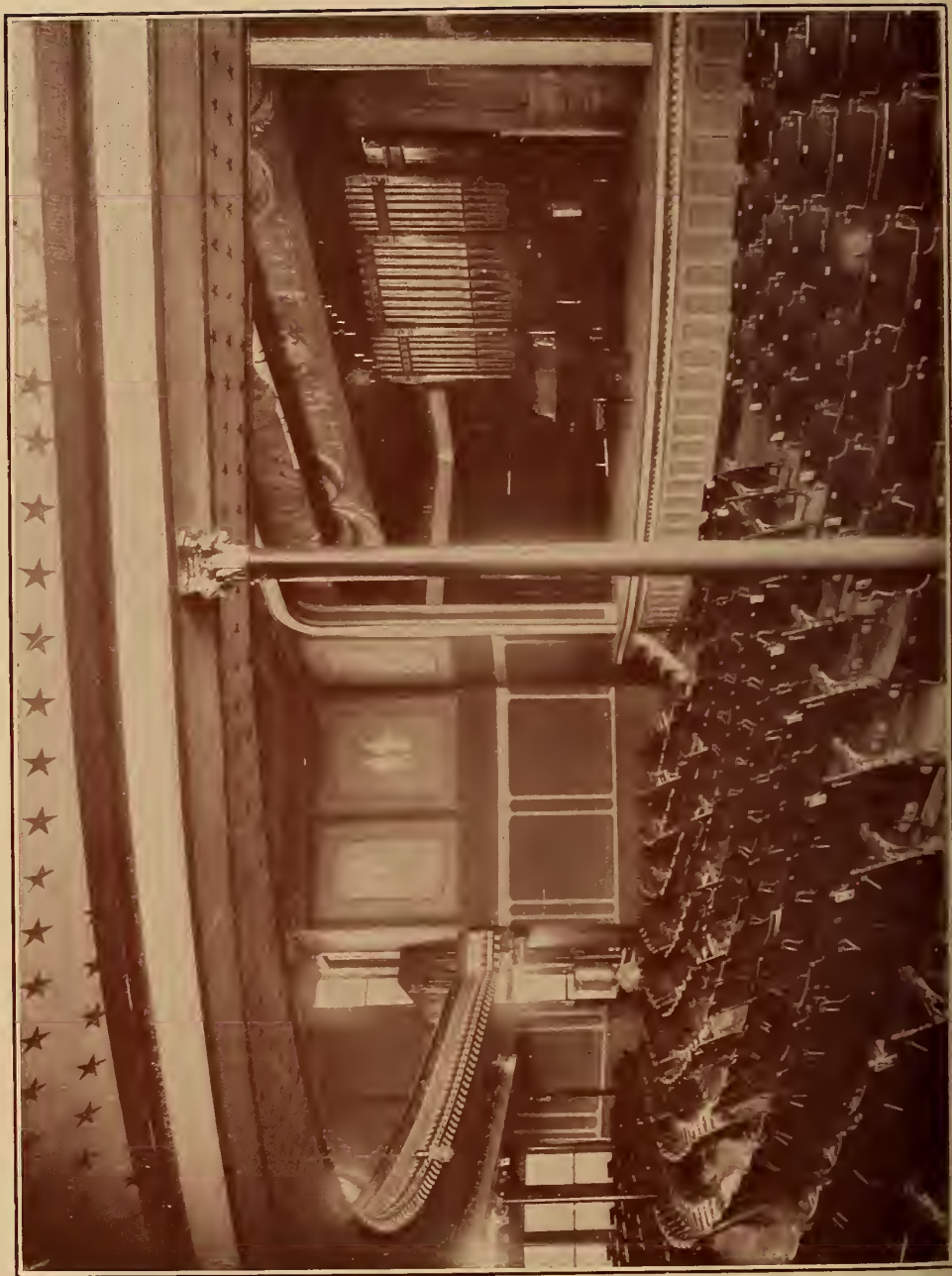
If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

For information address

JOHN W. MILLION, A.M., LL.D.,

President,

Mexico, Missouri.



THE AUDITORIUM

Articles of Association of Hardin College

ARTICLE I

The undersigned, their associate and successors, hereby agree to organize themselves into an association to be incorporated under the name of Hardin College for the purpose of establishing and continuing an institution of learning for the education of females, at the City of Mexico, in the County of Audrain, in the State of Missouri.

This association shall, by its corporate name, have succession for one thousand years. A majority of the members of the Board of Directors shall be in full fellowship with some Missionary Baptist Church of the State of Missouri.

ARTICLE II

The affairs of said institution shall be managed by a Board of thirteen Directors. The Board shall without delay fill any vacancy that may occur in its body.

J. D. Murphy, William Harper, S. A. Craddock, E. J. Gibbs, Thomas Smith, Joel Guthrie, Thomas B. Hitt, James Carroll, John M. Gordon, William Woodward, Lewis Hord, James Callaway and Charles H. Hardin shall compose, for the time being, the Board of Directors.

ARTICLE III

The first meeting of the Board of Directors shall be on the first Tuesday after an order shall be made by the Circuit Court in and for said County of Audrain, incorporating this association, and thereafter the meetings of the Board shall be held as provided by the By-Laws. A majority of the members of the Board shall constitute a quorum for the transaction of business. At the first meeting the Board shall elect a president and secretary, and from time to

time such other officers and agents as the Board may deem necessary.

ARTICLE IV

The Board of Directors may make any amendment to these Articles of Association by a two-thirds vote at the first regular meeting after thirty days' notice shall be spread on the Journal of the Board of the proposed amendment, except that the first article hereof shall, so long as this corporation may exist, remain unchanged and inviolable.

A Journal of the proceedings of the Board shall be kept. And By-Laws and rules may be adopted by the Board for the government of its body as well as of the institution.

ARTICLE V

This Association shall have power to acquire by purchase, devise or gift, buildings and the sites thereof for college purposes, endowment funds, lands to be converted to endowment uses, and lands in payment for debts and other liabilities, and money, things in action and other personal property, of the value of one million dollars.

In testimony whereof we have hereunto set our hands, this 6th day of June, 1873, at the City of Mexico, in the County of Audrain, Missouri.

CHARLES H. HARDIN,
WILLIAM HARPER,
EDMOND JULIUS GIBBS,
JOEL GUTHRIE,
WILLIAM HOUSTON WOODWARD,
THOMAS SMITH,
LEWIS HORD,
JOHN M. GORDON,
JAMES CARROLL,
THOMAS B. HITT,
SAMUEL A. CRADDOCK,
JAMES CALLAWAY,
J. D. MURPHY.

\$100,000 Needed for Buildings

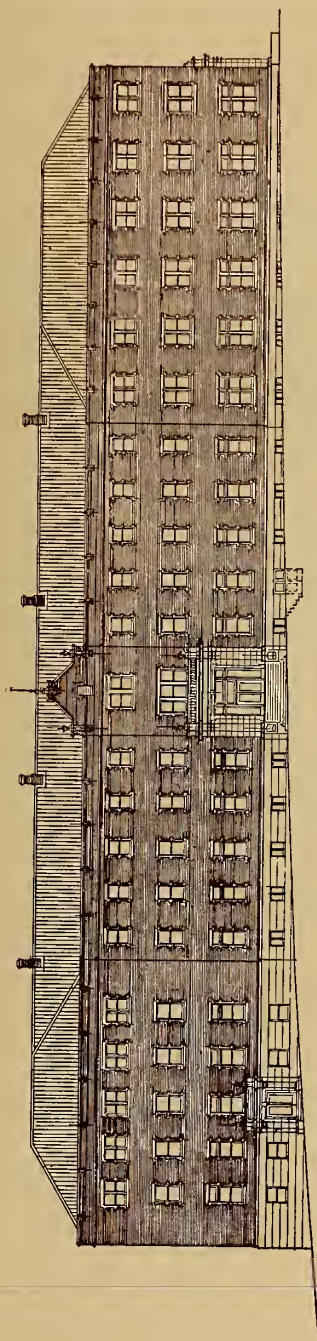
The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be a heating plant, a gymnasium, a dining-room, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment

Fund. Steps are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum ofdollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."





•WEST ELEVATION•
SCALE-1/16 IN. = 1 FT.

•PROPOSED GYMNASIUM & DORMITORY•
•HARDIN COLLEGE •MEXICO •MISSOURI•
•STEPHENS & PEARSON ARCHITECTS •SAINT LOUIS•

Dimensions: 300 feet in length, 50 feet in width, three stories and basement. North wing, four stories, the first two of which are for the Gymnasium and will be 69x87 feet. Construction: brick, concrete and steel, therefore absolutely fireproof. Estimated cost, \$100,000.
In this building there will be administrative offices, parlors, spacious reception hall, segregated practice rooms, dormitory rooms, single and double, for 100 students, and besides the Gymnasium, a swimming tank, bowling alleys, etc.

Missouri Military Academy

Mexico, Missouri

A high grade Military School of the best type. United States army officer detailed as instructor and Commandant by the War Department. Arms, ammunition and equipment also furnished by United States.

University preparatory course of recognized standard. First-class Business Course. Manual Training. Teacher for every ten cadets. Lower school for small boys in charge of a matron.

You will make no mistake in giving us your patronage. Thorough instruction, good wholesome food in ample quantity, a pure and delightful social and religious atmosphere, and a due regard to the physical development of each individual cadet are matters of especial emphasis with us.

For Catalogue, address

COL. W. R. KOHR, A.B.

President

Box 214, Mexico, Mo.

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To All Points

Low Summer Fares to Noted Health and Pleasure Resorts in the East, North, Northwest and West. Stop-overs, Optional Boat Trips. Electric-Lighted Sleepers and Chair Cars to St. Louis, Chicago, Detroit, Toledo, Niagara Falls, New York, Kansas City, Omaha, Des Moines, St. Paul, Denver and the West.

8 Daily Trains

Between Kansas City and St. Louis and between St. Louis and Chicago

12 Daily Trains

Between Mexico and St. Louis

Students coming to Mexico or returning to their homes should not find it difficult to decide upon a route. You will find none more interesting or enjoyable than via the

W A B A S H

Particular attention given to the comfort of all. Write for the latest folder showing time of trains or other printed matter about attractive resort points. Information cheerfully furnished by any Wabash Agent.

I. M. RICHARDS, Ticket Agent, Mexico

J. D. McNAMARA,
General Passenger Agent,
St. Louis.

EARLE LIND,
Div. Frt. and Pass. Agt.,
Moberly.

To Students Attending Hardin College:

The Train Service of the

Chicago & Alton R. R.

Is exceptionally fine. Mexico is on the main line and all trains from Kansas City, St. Louis and Chicago stop there. The College is but a short distance from our station. Your patronage is solicited.

For Free Information, Address

W. H. ABEL
Assistant General Passenger Agent
Kansas City, Mo.

H. K. McEVOY
Assistant General Passenger Agent
Chicago, Ill.

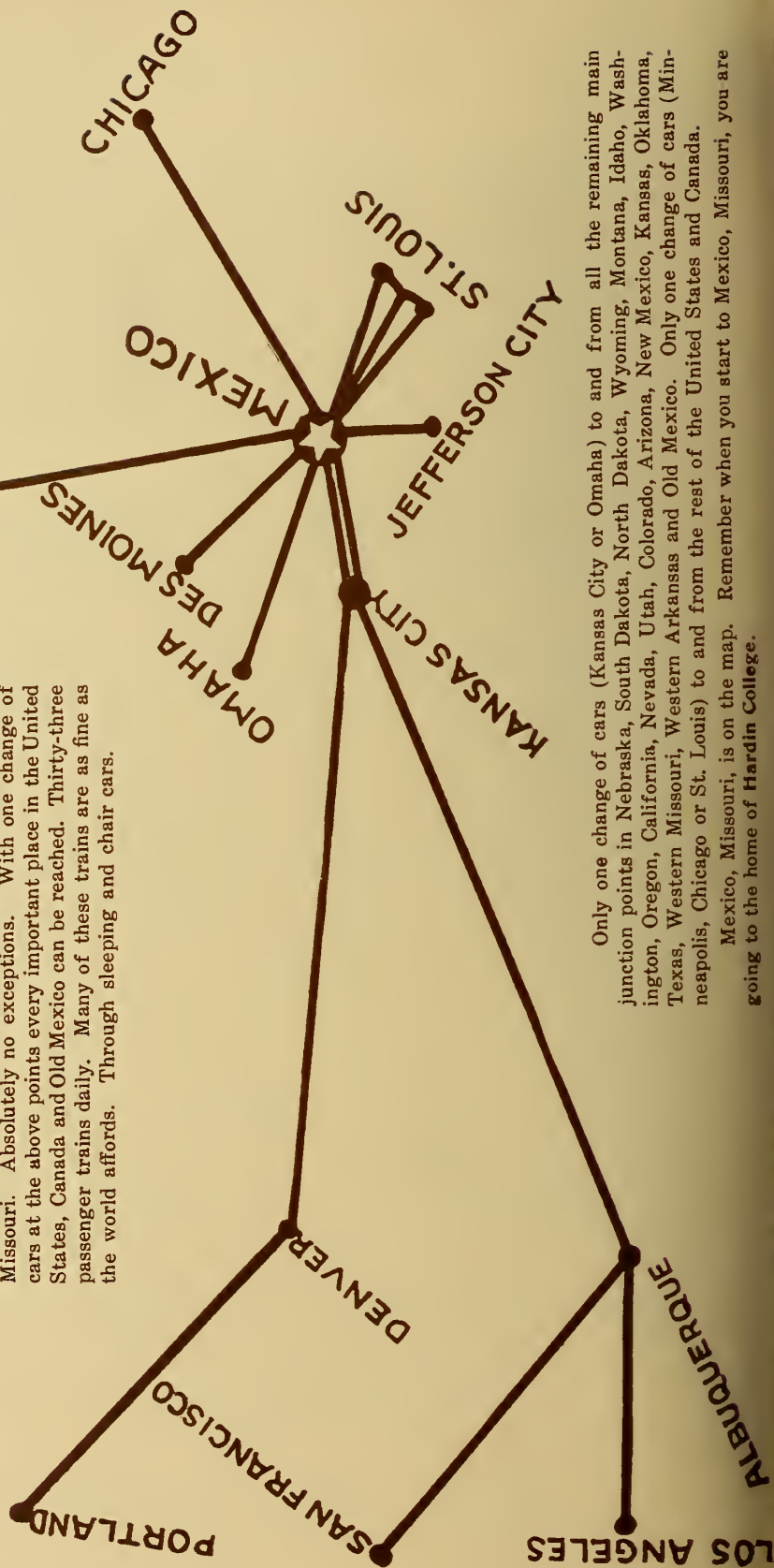
R. J. McKAY
1st Assistant General Passenger Agent
St. Louis, Mo.

T. L. MARSHALL
Agent Chicago & Alton R. R.
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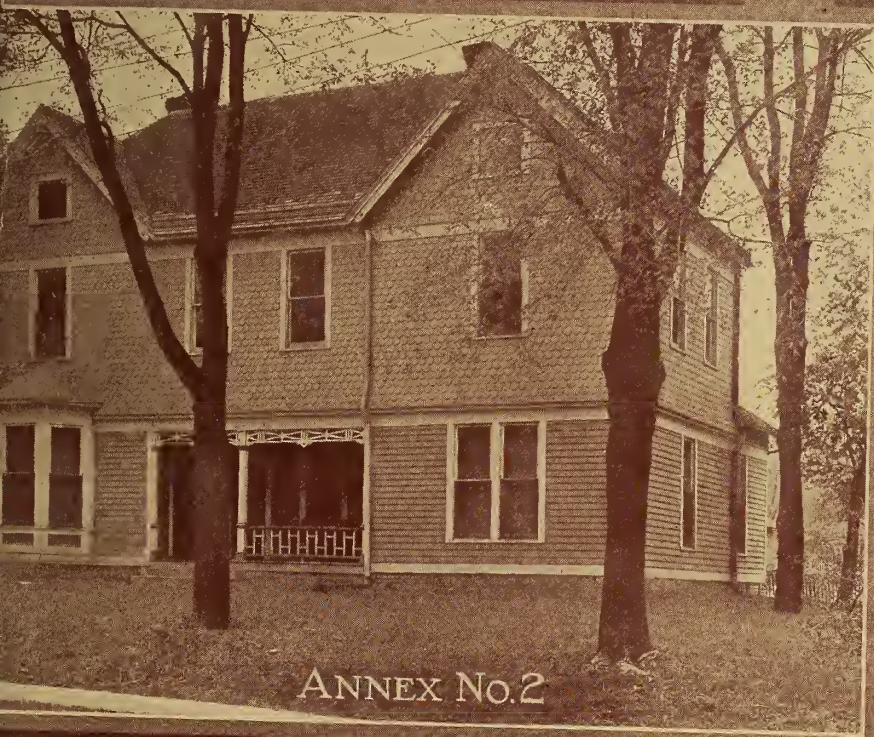
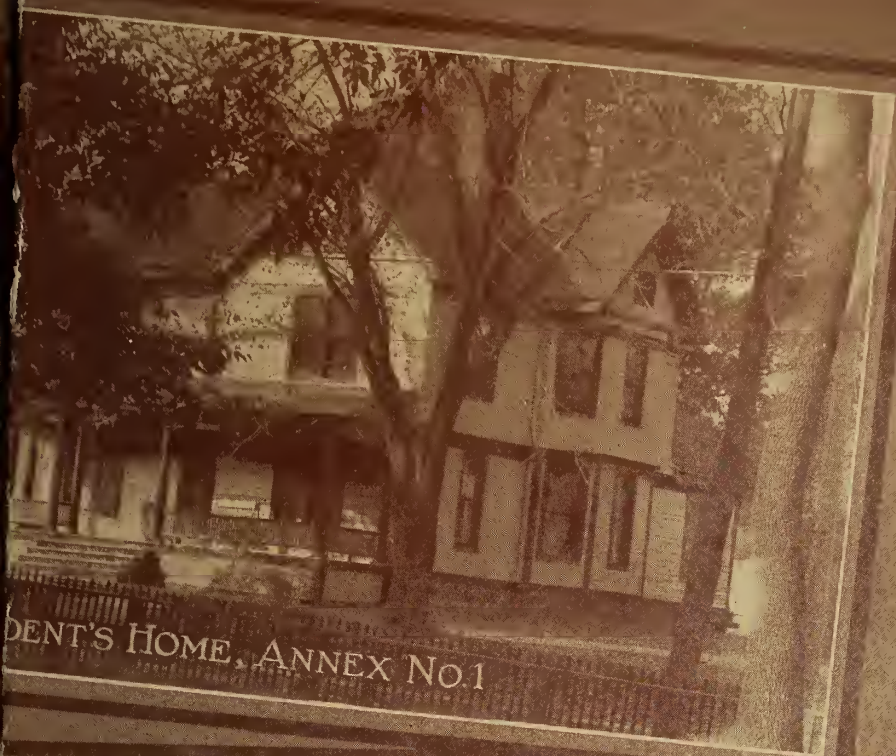
To Mexico, Missouri, Without Change of Cars

from Jefferson City, St. Louis, (three railroads), Chicago, Minneapolis, Des Moines, Omaha, Kansas City (two railroads), Denver, Portland, Albuquerque, Los Angeles, San Francisco. The best located Junior College town in Missouri. Absolutely no exceptions. With one change of cars at the above points every important place in the United States, Canada and Old Mexico can be reached. Thirty-three passenger trains daily. Many of these trains are as fine as the world affords. Through sleeping and chair cars.



Only one change of cars (Kansas City or Omaha) to and from all the remaining main junction points in Nebraska, South Dakota, North Dakota, Wyoming, Montana, Idaho, Washington, Oregon, California, Nevada, Utah, Colorado, Arizona, New Mexico, Kansas, Oklahoma, Texas, Western Missouri, Western Arkansas and Old Mexico. Only one change of cars (Minneapolis, Chicago or St. Louis) to and from the rest of the United States and Canada.

Mexico, Missouri, is on the map. Remember when you start to Mexico, Missouri, you are going to the home of **Hardin College**.





HARDIN
COLLEGE



MEXICO,
MISSOURI



Hardin College *and* Conservatory *of* Music

A Junior College
Officially Standardized by the University
of Missouri



Register of Students, 1913-1914
Programme, 1914-1915



MEXICO, MISSOURI

Board of Trustees

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J. R. JESSE

N. R. RODES

R. D. WORRELL

JUDGE JOHN A. GUTHRIE.....TREASURER OF COLLEGE

Calendar

Enrollment, Day Students, Wednesday, September 16, 1914.

Enrollment, Boarding Students, begins Thursday, September 17, 1914.

First Semester begins Thursday, September 17, 1914.

Registration and Classification of Students, Wednesday, Thursday and Friday, September 16, 17, 18. Regular Recitations Friday and Saturday, September 18, 19.

Reception to New Students by the Faculty and Y. W. C. A. Saturday, September 19, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Thursday, January 14, 1915.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnæ Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 30th.

Commencement Day, Awarding of all Diplomas, Tuesday, June 1st.

Faculty, 1914-1915

JOHN W. MILLION, *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Author of "State Aid to Railways in Missouri" and "Character and Status of Missouri Schools for Girls;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table, Dean of Literary Department*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, Md., 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MRS. H. M. RICHARDSON, *Principal*

Many years' experience in girls' schools (Baptist Female College, Lexington, Mo., and Hardin College); highly recommended by President W. A. Wilson, Baylor College, Belton, Texas; H. C. Wallace, Lexington, Mo.; Rev. G. W. Hyde, Lexington, Mo., and W. N. Collins, Superintendent of Postal Order Department, Kansas City office, 1897; traveling in Europe, summer of 1906; Special Work University of California, Berkeley, summer of 1908; Principal, Hardin College, since 1902.

WILLIAM B. PEELER, *Science*

B.S., University of Missouri, 1895; Normal Course, University of Missouri, 1895; Graduate Student, University of Missouri, 1895-96; Teacher in the University Academy one year, 1895-96; Teacher of Science three years in the Nevada High School, 1896-99; Teacher of Science, Stephens College, 1899-10; Business Manager of Stephens College, 1904-06; President of Stephens College, 1906-10; Teacher in Hardin College since 1912.

MISS LUTHERA EGBERT, *English*

Graduate of Omaha High School, 1900; Student University of Nebraska, 1900-01; Student University of Chicago, 1901-04; School of Education, University of Chicago, 1903-04; special course with Mrs. Ella Flagg Young, Superintendent of Chicago Public Schools, Prof. Robt. Herrick and Prof. Damon,

Faculty—Continued

authors of Herrick & Damon's Composition Rhetoric, and other specialists in Education; Ph.B., University of Chicago, 1904; Graduate student, 1907; also summer 1912; Principal and Teacher of English, German and Latin, West Chicago High School, 1904-07; La Salle-Peru Township High School, 1908; Elgin Academy, Preparatory to Northwestern University, 1908-09; Marquette, Mich., High School, 1910-13; Hardin College, 1913-14; University of Chicago, summer 1914.

MISS MARY BLANCHE HILDEBRAND, *Assistant in English*

Four years an undergraduate student at Missouri State University, 1905-09, A.B., 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; Special Work in English, University of Missouri, summer of 1911; Teacher in Hardin College, since 1910.

HENRY EDWARD TRALLE, *Religious Pedagogy*

A.B., William Jewell College, 1894; M.A., Columbian University, 1898; Seminary, 1899; Th.D., *ibid.*, 1901; Th.M., Southern Baptist Theological Pastor Louisville, Ky., 1901-03; Superintendent Baptist Sunday-school Work in Missouri, 1904-06; Editor Central Baptist, 1907-09; Pastor First Baptist Church, Carthage, Mo., 1909-11; Joint Author of "The Sunday-School Teacher's School;" Lecturer at various Chautauquas and Assemblies; Teacher Hardin College since 1911.

GUY C. MOTLEY, *History*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS IDA E. SCHNIREL, *French, German*

Graduate Geneva, N. Y., High School, 1905, receiving the High School certificate and Regents' Diploma; Post-Graduate Course, *ibid.*, 1905-06, receiving the advanced State Regents' Diploma; Student Cornell University, Ithaca, N. Y., 1906-10, A.B., 1910; Advanced Work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11; Teacher in Hardin College since 1912.

MISS AGNES CARR VAUGHAN, *Associate in Greek and Latin, Art History*

A.B., Galloway College, 1907; Tutor in Latin, 1907-08; Graduate Student, University of Michigan, summer sessions, 1908-09; A.M., *ibid.*, 1910; Stevens Fellow in Classics, *ibid.*, 1910-11; First Vice-President of Galloway Alumnae Association, 1907-08; Member of Classical Association of the Northwest; Research Work, University of Michigan, summer sessions, 1912-13; Teacher in Hardin College, 1911-13.

MISS ROSE B. WOOD, *Mathematics*

B.S., Kentucky College for Women, 1901; A.B., Columbia University, 1913. Taught Central College, Hustonville, Ky., 1901-02; Chowan College, Murfreesboro, N. C., 1906-09; Central College, Conway, Ark., 1909-11.

MISS ELIZABETH COX, *Education*

Graduate, Emporia, Kansas High School, (connected with State Normal), 1898; Graduate, Emporia Kansas State Normal School 1909, receiving Life Certificate; Graduate Kansas State University, 1913, A.B.; Post-graduate Kansas State University, 1914, A.M.; Student Baker University, 1903-'04; Teacher, country school, 1904-'06; Principal of High School, Edgerton, Kansas, 1907-'08, 1909 and '10; Prin. of Graded School, Riverside, California, 1910-'11.

Faculty—Continued

MISS LENA M. DICKINSON, *Expression*

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, Mass., 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10; Teacher in Hardin College since 1911.

MRS. BELLE KING FITZGERALD, *Director of Art Department*

Art Diploma from Cincinnati Art Academy; pupil of F. B. Aulich, Gertrude Estabrooks, Genie M. Stewart, Mrs. A. A. Frezee, Mrs. K. C. Cherry and Anne M. Green; pupil of J. Allen Shuffrey, Oxford, England, summers of 1908-10; pupil of Louis Schünzel, 1908-10 and 1912; Director of Art Department Columbia Institute, Columbia, Tenn., one year; Conductor of Art Department in School of Music and Art, Pine Bluff, Ark., two years; Director of Art Department Maddox Seminary, Little Rock, Ark., five years; private studio Little Rock, Ark., four years; Director of Art Department Crescent College, Eureka Springs, Ark., 1908-13; Hardin College, 1913-1914.

MISS MAUDE MCBRIDE, *Assistant in Art*

Montgomery County High School, Independence, Kan.; Crescent College, Eureka Springs, Ark., 1910-13, graduating in Art, Expression and Domestic Science.

MISS RUTH B. RULE, *Physical Director*

Graduate, Independence, Mo., High School, 1910; A.B., University of Kan-

sas, 1914, with 31 hours in the Physical Science, Biological Science and professional courses; Assistant in the University of Kansas Gymnasium, 1912-14.

MISS CLARA ELIZABETH VOGT, *Domestic Science*

Graduate High School, Montgomery, Mo., 1906; Special student in Missouri State University, 1910-12; Teacher in Hardin College, 1913-14.

MISS MAE HOLZER, *Commercial, Physical Training*

Graduate Latin Course, Platteville, Wis., Normal, 1908; Graduate Teachers' Commercial Course, Des Moines, Iowa, 1912; summer work at Northwestern University; Teacher Manitowoc, Wis. (grades), 1908-10; Green Bay, Wis., 1910-11; Portal, North Dakota, 1912-13; Hardin, 1913-14.

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary since 1911.

MRS. M. L. EATON, *Governess*

Governess in Hardin College, 1900-07, 1909-13.

MRS. TINA B. DOBYNS, *Manager of Boarding Department*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director
of Instrumental Department,
Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in the same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College since 1910.

partment, Harcourt Place Seminary, Gambier, Ohio, 1904-06; Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1906-07; reads and sings Italian, German and French; Hardin Conservatory since 1907.

MISS RUTH COVINGTON, *Piano*

Graduated Mexico High School, 1908; Student under Prof. Guerne, Hardin College, 1904-09, Graduating 1909; Private Teaching, 1908-10; Post-Graduate work under Prof. Guerne, 1910-11; Teacher in Hardin College since 1912.

MRS. MAY BEESLEY ADAM, *Voice*

Graduate Classical Course, Jacksonville Female Academy; Graduate Illinois Conservatory of Music, 1888; Pupil of Ettore Barili, 1888-89; three years in Europe, 1890-93, as Pupil of Frau Otto Alvsleben, Fräulein Natalie Haenish, Herr Reinhold Becker, Dresden, Germany, and of Clement Tete-doux, Paris; 1896-97, Dresden, Germany; Pupil of Fräulein Orgeni, experience on Concert Stage, Oratorio; Solo Soprano, Eastern Church Choirs, 1894-1901; Taught in private Studio two years at Pittsburg, Pa., 1898-1901; Voice Department, Glendale College, Cincinnati, Ohio, 1903-04; Voice De-

MISS JANE LAWRENCE, *Piano*

Student at the University of the Pacific Conservatory one year, finishing Junior Course; Student at the State Academy of Idaho, and also taught private pupils in Piano, 1906-07; Student at McMinnville Conservatory of Music, McMinnville, Ore., 1907-08, Graduating 1908; Taught in McMinnville Conservatory of Music, 1908-09; had large private classes in San Jose, Cal., two years, and Pocatello, Idaho, three years; Studied Piano with Allen Spencer and Harmony and Normal Work with Miss Robyn at American Conservatory, Chicago, 1910-11; Teacher in Hardin College since 1911.

Faculty—Continued

MISS SUSAN A. WEBB, *Violin, Harmony*

Studied at Mount Allison Conservatory of Music, Sackville, N. B., Canada; Violin under A. F. Ayer, 1892-93, under C. L. Chisholm, 1893-98; at Chicago Musical College, February, 1902, to July, 1904; Violin under Jacobson, Diestel, Spiering; Harmony with Campbell-Tipton; History and Composition with Borowski; Ensemble Playing under Steindel and H. Diestel; Teacher's Certificate, 1903; Graduating Diploma, 1904; Taught Private Class in Truro, Nova Scotia, winter of 1901-02; Private Pupils in Maywood, Ill., 1903-04; Taught Violin, Piano, Theory, Harmony, History, at Birmingham Seminary, Birmingham, Ala., 1904-06; summer class, as Student-Teacher, in Musical History at Cincinnati Conservatory, 1905; played Viola in the Woman's Orchestra, Los Angeles, winter 1906-07; Taught at St. Mary's College, Dallas, Texas, 1907-08, subjects: Violin, Harmony, Sight-Playing (Piano); Taught at

Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va., 1908-11, Violin and Harp; Teacher in Hardin College since 1911.

MISS EVA M. HOLMAN, *Voice*

Graduate in Literary work, Frances Shimer Academy of University of Chicago, Mt. Carroll, Ill., 1901; Teacher in Public Schools of Carroll County, Ill., 1902-04; Teacher in Normal Department of Frances Shimer Academy, 1905-06; Graduate in Piano, *ibid.*, 1906; Teacher in Piano Department, *ibid.*, 1906-07; Graduate in Voice, *ibid.*, 1907; Student of Music, Evanston, Ill., summer of 1907; Teacher of Voice and Musical History, also Piano, Mt. Morris College, Mt. Morris, Ill., 1907-08; Teacher of Voice in Hardin College, 1908-10; Private Teaching, Mt. Carroll, Ill., 1910-12; Soprano Soloist, First Presbyterian Choir, Freeport, Ill.; Instructor Frances Shimer School, 1912-13; Port Gibson Female College, Port Gibson, Miss., 1913-14.

CHAS. JONATHAN WING, *Piano*

Graduate of Oberlin College with a degree of A.B., 1912; Graduate of Oberlin Conservatory of Music with a degree of Mus.B., June, 1914.

STATEMENTS COMMENDATORY OF PROF. WING

Chas. W. Morrison, Director of Oberlin Conservatory: "A very brilliant pianist." "I unhesitatingly recommend him."

Prof. G. C. Hastings, Teacher of Piano Forte, Oberlin: "Mr. Wing is a great worker." "He has become unusually brilliant as a public performer." "His pleasing appearance and general culture (a graduate of the College of Arts and Sciences) add greatly to his musical worth."

Prof. Geo. W. Andrews, Professor of Music, Oberlin: "Mr. Wing will show himself an excellent and painstaking teacher. I recommend him cordially."

Prof. Edward Dickinson, Professor of Music and Criticism of Music, Oberlin: "A pianist of unusual ability. His training has been broad and thorough."

Graduate High School, Elsberry, Mo., 1899; Student in Stephens College in Piano, Voice, Harmony, Theory, History of Music and Art, Expression, 1899-1901; Graduated in Expression 1900, in Piano 1901; Private Teaching in North Dakota, 1901-02; Private Teaching in Elsberry, Mo., 1902-04; Post-Graduate Work in Piano and Harmony under T. Carl Whitmer, Director of the Conservatory of Music, Pittsburg, Pa., 1905-07; Special Student in German and Piano under Vratislav Mudroch, 1907-09; Teacher in Hardin College, 1912-14.

Hardin College and Conservatory for Young Women

FOUNDED AND ENDOWED BY

GOV. CHARLES H. HARDIN, A.M., LL.D.

LOCATION Hardin College is located at Mexico, Missouri. Mexico is situated on three lines of railway, the Chicago & Alton, the Alton-Burlington and the Wabash, 110 miles from St. Louis, 166 miles from Kansas City. Mexico is located on what is called the "Divide," because from this water-shed the streams flow south into the Missouri River and east and northeast into the Mississippi River. Because of this location there is no standing water and no swamp land within fifty miles of Mexico in any direction. The college is located in an elevated portion of the city and is thus afforded a beautiful view of the surrounding country.

ORIGIN June 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1914:

Grounds, ten acres, worth.....	\$ 40,000.00
Four Buildings, worth.....	100,000.00
Endowment.	86,750.00
Library, Apparatus, Furniture, worth.....	20,000.00
Two large residences used in operating the college, worth, including grounds and furnishings.....	15,000.00
	<hr/>
	\$261,750.00

ENDOWMENT By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal until the endowment amounts to ONE-HALF MILLION DOLLARS (\$500,000).

The remaining three-fifths, sixty per cent of the income from the endowment fund, are used in making additions, for up-keep, for insur-

ance and other current expenses. Thus the permanency of the institution is well assured. The unendowed school in the Twentieth century is engaged in a losing conflict.

GROWTH OF ENDOWMENT Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 (\$36,028) as follows:

1885.....	\$37,265	1902.....	\$65,500
1890.....	45,331	1903.....	67,000
1895.....	53,555	1904.....	69,000
1896.....	55,128	1905.....	71,000
1897.....	57,000	1909.....	77,655
1898.....	58,700	1911.....	83,000
1899.....	60,600	1912.....	84,677
1900.....	62,250	1913.....	86,000
1901.....	64,300	1914.....	86,750

**IMPROVEMENTS RECENTLY MADE, PAID FOR OUT OF ENDOWMENT PROCEEDS
—NOT PAID FOR BY STUDENTS. THE ADVANTAGE OF AN ENDOWED
SCHOOL IS THUS MADE CLEAR**

Rewiring the building.....	\$1,000.00
Four-hundred-foot well.	1,000.00
Paving.	2,200.00
Steel ceiling in Concert Hall.....	600.00
Painting and repairs.....	1,200.00
	<hr/>
	\$6,000.00

Many additions are being made annually to the Library. The Library is adequate for Junior College work. Among the new books added this year is a list approved by the State Superintendent for the normal department, or teacher training department.

BUILDINGS On the campus proper there are four buildings—the main dormitory building, three stories and basement; science building, two stories; original building, two stories, now used for music studios and teachers' homes; and the new gymnasium under construction. The gymnasium will be ready by September, 1914.

Across Jefferson street are two large dwellings, two stories each. One is the President's home, Annex No. 1, and the other, Annex No. 2, is for teachers and officers. In case of an overflow in the main dormitory building, a few advanced students have been cared for in these dwellings.

SECURITY FROM FIRE Hardin has adopted and will continue the policy of separate buildings as far as possible. This policy reduces possible damage by fire to the minimum. The work of the college is now carried on in six separate buildings. The distance separating buildings now ranges from 60 to 120 feet. The gymnasium is of fire proof construction. In the six buildings there is a total of 75,000 square feet of floor space. The main dormitory building is exceedingly well protected:

(1) Six *stairways* lead from the upper to the lower stories; (2) *four* solid brick walls range east and west through the building and *eight* brick walls run north and south; (3) *five iron ladders* on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) *a night-watch on duty all night*; (7) a fire alarm system, including drills; (8) two substantial fire-escapes (iron stairways); (9) four chemical engines (on wheels), fifteen gallons capacity each, with fifty feet of fire hose attached, one for the basement and one for each floor; several hand fire extinguishers, five gallons capacity.

THE COLLEGE FAMILY Consists of the President's family, Principal, Governess, teachers, and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily coöperate with the administration. Only young ladies who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young ladies is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY, to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the campus, or elsewhere, young ladies are expected to maintain toward each other, as well as towards teachers, that graceful bearing, gentle modesty and kind consideration which are the invariable accompaniments of good breeding. At receptions the dress should be simple. Elaborate and costly evening dress for school-girls is not in good taste.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridg-

ment of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.

GENERAL DIVISIONS AND TERMINOLOGY

I. LITERARY DEPARTMENT.

- A. 1. Academy, four years, equivalent to four years of standard high school accredited by the University of Missouri.
2. College, two years, equivalent to freshman and sophomore of standard college course; or
- B. 1. Preparatory, two years, equivalent to first two years standard high school.
2. Junior College, four years, equivalent to last two years of standard high school and first two years of standard college work.
- C. Courses: Latin, Modern Language, Greek (Classical), Normal (State certificate), Religious Pedagogy.

II. FINE ARTS.

1. Conservatory of Music: Piano, Voice, Violin, Pipe Organ, Theory (Harmony, etc.), History of Music, Sight Singing, Public School Music.
2. Expression.
3. Art: Drawing, Pen and Ink, Charcoal, Design, Painting (water colors, oil), Ceramic Art, Clay Modeling, Tapestry, etc.
4. Home Economics (Cooking and Sewing).
5. Round Table: Etiquette, Hygiene, Eugenics; Law, especially with reference to women; First Aid to the Injured; What a Young Girl Should Know.

III. BUSINESS DEPARTMENT.

1. Bookkeeping and Accounts, Commercial Law, Business Forms.
2. Stenography.

3. Typewriting.
4. Business Correspondence, Office Work, etc.
5. Court Reporting.

IV. TERMINOLOGY.

1. "Academy" means in Hardin the equivalent of four years of standard high school work accredited by the University of Missouri. Our Academy is approved as the equivalent of a standard high school by the North Central Association of Colleges and Secondary Schools. See Report, March 20, 1914, page 13.
2. "College" means when associated with the word "Academy" the first two years of standard college work, freshman and sophomore.
3. "Preparatory Department" in the Junior College terminology approved by the University of Missouri means the equivalent of the first two years of standard high school work.
4. "Junior College" in the terminology adopted by the University of Missouri means the equivalent of the last two years of standard high school and the first two years of standard college or university work. The Junior College names for the four years course are: Freshman (third year high school), Sophomore (4th year high school), Junior (standard college freshman), Senior (standard college sophomore).
5. "Literary" includes only the subjects included in I. (Literary Department) above. It does not include anything under II. (Fine Arts) or III. (Business Department). The only exception is that 8 hours, 4 each semester, of Home

Economics may be included with 24 hours (12 each semester) of Literary work to make up a year of 32 hours, and charged for at a given minimum rate.

6. "Unit" means in our Preparatory Department (first two years of standard high school) a subject pursued four 60-minute periods for one year. Four units constitute a year's work. If estimated in semester "hours," 1 unit equals 8 "hours."
7. "Hour" means in the Junior College (last two years of standard high school, first two years of standard college) one 60-minute recitation period carried one-half year. Fifteen recitation periods 60 minutes each carried one-half year equal 15 "hours;" one whole year, 30 "hours;" four years, 120 "hours." This is the University of Missouri count. The two highest years of the Junior College are therefore equal to the 60 hours of the freshman and sophomore years of the State University.
8. Hardin's custom has been to operate a 60-minute schedule in both the high school and college divisions of work. This means that our high school units are made up of four 60-minute periods instead of five 45-minute periods running through one year. The 60-minute period in Literary classes works in harmony with the 30-minute periods given to individual lessons in Music, Expression, etc.

REQUIREMENTS FOR ADMISSION.

1. To Preparatory Department. A certificate or statement showing that the equivalent of eighth grade work in public school has been completed.
2. To Junior College. A certificate or statement showing that the equivalent of the first two years of standard high school work has been completed.

3. To the junior year of Hardin College the requirements are the same as for entrance to the College of Arts and Science in the State University. The University requirement reads as follows:

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the following list, in which is indicated the maximum and minimum number of units accepted in each subject.

Subjects	Maximum	Minimum
English.	4	3
Algebra (elementary)	1½	1
Plane Geometry	1	1
Solid Geometry	½	½
Plane Trigonometry	½	½
‡Arithmetic (advanced)	½	½
‡Algebra (advanced)	½	½
History.	4	1
American Government	½	1½
Latin.	4	2
Greek.	3	2
German.	3	2
French.	3	2
Spanish.	3	2
Physics.	2	1
Chemistry.	2	1
General Biology	1	1
Zoology.	2	1
Botany.	2	1
†Physiology.	1	1
Physical Geography	1	1
Agriculture.	1	1
Music.	1	1
Drawing.	2	1
*Manual Training	2	1
*Domestic Science and Art. . . .	2	1
*Economics.	½	½
*Commercial Geography	½	½
*Bookkeeping.	1	1
Teacher Training.	2	2

‡In cases where the advanced Arithmetic or Algebra is preceded by the elementary courses in Algebra and Plane Geometry.

†In cases where the study of Physiology has been preceded by a year's study of General Biology, Botany or Zoology.

*The maximum amount of commercial and industrial subjects accepted is four units.

4. To Fine Arts courses. These are the same as (I.) above as a minimum. For certain branches, years, or grades of work in the Fine Arts a corresponding maturity in literary work is necessary.

VI. REQUIREMENTS FOR GRADUATION. DEGREES.

1. In Literary courses. A student must complete 120 "hours" covering the four years of Junior College work.

A student who enters from a four-year accredited high school will have already completed the first 60 "hours" work. During the next two years, Junior and Senior, It will be necessary to complete

- (1) 6 "hours" of English
- (2) 5 "hours" of Mathematics, or Logic and Psychology
- (3) 5 "hours" of Modern Languages
- (4) 5 "hours" of Ancient Languages and Literature
- (5) 5 "hours" of Physical Science (Physics, Chemistry)
- (6) 5 "hours" of Biological Science (Botany, Zoology), and
- (7) 29 "hours" of electives,

making a total of 60 "hours." The 31 "hours" of required work is often modified. If a student present four units for entrance in History or Ancient Languages, or three units in Modern Languages or Mathematics, or two units in Physical Science or Biological Science, she will be excused from the required work already covered. This exemption will not reduce the total number of 60 "hours." It simply enlarges the field of electives.

A student who has completed any course in any four-year standard high school accredited by the University of Missouri, or in any high school of equal rank in any state other than Missouri, will be able to cover the upper 60 "hours" of our Junior College course in two years.

Above (V, 3) is found a list of high school subjects showing a maximum and minimum credit given by the University of Missouri for entrance to the freshman class of the University. These requirements are the same as for entrance to the junior class (literary) in Hardin College.

Degree. The completion of the Junior College course, six years at Hardin; or four years in standard high school work or its equivalent and two years in Hardin; entitles the student to the degree of A.A. (Associate in Art). This degree is approved by the State University of Missouri and the University of Chicago.

2. In the Fine Arts and Business Courses.

Candidates for graduation in Music (Piano, Voice, Pipe Organ, Violin), Art (full course), Expression, Home Economics, or Physical Culture must have completed the work of a standard four-year accredited high school or its equivalent.

High School Credits, standard and equivalent, for Candidates for Graduation in Piano, Pipe Organ, Voice, Violin, Expression, Art:

Harmony, 1 unit, for 2 hours a week, 4 semesters.

Drawing, 2 units, for 2 hours a day, 4 days a week, 4 semesters.

Domestic Science and Art, 2 units, for 8 hours a week, 4 semesters.

Bookkeeping, 1 unit, for 4 hours a week, 2 semesters.

(See University of Missouri Bulletin, Announcements 1914-1915, pages 49-52.)

Orchestra, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 4 semesters; or

Chorus Work, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 4 semesters.

(See University of Missouri Bulletin, Announcements 1914-1915, page 104.)

History of Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Public School Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Class Expression, or Reading, $\frac{1}{4}$ unit, for 2 hours a week, 1 semester.

Round Table, $\frac{1}{4}$ unit, for 1 hour a week, 2 semesters.

Physical Culture, regular Gymnasium work, $\frac{1}{4}$ unit, for 2 hours a week, 2 semesters; or $\frac{1}{2}$ unit, for 4 hours a week, 2 semesters.

Shorthand and Typewriting, $1\frac{1}{2}$ units, for 6 hours a week, 2 semesters. (Shorthand 5 hours; Typewriting 1 hour.)

Teacher Training, 2 units, or 12 hours college credit, for 3 hours a week, 4 semesters.

Graduates in the Music courses receive the degree of Bachelor of Music.

VII. CERTIFICATES AND DIPLOMAS.

A Certificate showing that a student has done work equal to the standard four-year high school course will be granted to students who finish the sophomore year in Literary work.

Certificates of Graduation or Diplomas will be granted to students who complete the work in Music, Art (full course), Expression, Home Economics, Physical Culture or Religious Pedagogy.

A Certificate of Proficiency will be granted to students who complete the course in Ceramic Art or Business.

A State Certificate will be granted to the holder of a Certificate of Graduation in Music, Art (full course), Expression, Home Economics, or Physical Culture, authorizing her to teach in the schools of Missouri for a period of five years, after passing a satisfactory examination given by the State Department.

A State Certificate, three-year non-renewable, will be granted without examination to students who finish the degree of A.A., provided 12 hours have been taken in the Department of Education, or Normal Department.

A Certificate showing the amount of work done will be granted when asked for to any student who has completed one year successfully at Hardin, even though the work done has not been directed toward graduation.

VIII. HEALTH, PHYSICAL EXERCISE, RECREATION.

For a detailed statement as to the work in the Physical Culture Department see page 42. The new gymnasium will make it possible to give systematic physical culture to every student in the school. Systematic exercises will be taught students so that the students may profit by such exercises daily with or without a gymnasium.

Regular games and team work will be required of only those who are physically capable. The physical condition of each girl must be known to the director before practice games or final games. Indiscriminate exercise necessitating great strain, such as Basket-Ball and other games, is nothing less than criminal in the case of girls. No girl will be allowed to practice or play such games who is not at the given time in proper condition.

Aside from the physical director, the Governess of the institution, Mrs. M. L. Eaton, gives her entire time to the health of the girls. Mrs. Eaton has been with Hardin College for many years and has had a great deal of experience. The Mexico City Hospital is available in case of an emergency.

IX. DIVISION OF LABOR.

It has been the steady purpose of the present management of Hardin College to provide a sufficient number of teachers and officers for the varied work of the institution. The teachers of the institution are twenty-four in number. In addition to the teachers there are five officers who have no teaching duty at all. The President of the institution will not carry more than six hours of teaching work. The Principal gives her entire time to the general supervision of the institution.

The Governess gives her entire time to the health of the school and the sanitary condition of the dormitory building. The Housekeeper gives her entire time to the dining room and the bill of fare. For safety in case of fire, for the accommodation of students who must go or come during the night, for students who are slightly ill and may need at-

tention and in order that teachers and other officers may not be unnecessarily disturbed, a Nightwatch is on duty all night. Thus it will be seen that the work of the institution is so divided that no one is overburdened. The student body, therefore, reaps the greatest benefit.

EUROPEAN TOURS Mrs. H. M. Richardson, the Principal, conducted a party through Europe during the summer of 1906. Mrs. Dea Carr Smith, former head of the Art Department, made a tour of art centers in Europe during the summer of 1907. Miss Louise P. Smith, Associate in Greek and Latin for two years, spent the summer of 1909 touring Europe. Miss Smith, Miss Jack, head of the Department of Expression for four years, and Miss Elizabeth Patterson, for two years Associate in Greek and Latin, visited Europe during the summer of 1910. Miss Elizabeth Lawson, for several years student and teacher in Hardin, studied and traveled in Europe during the summer of 1911.

Mrs. B. K. Fitzgerald, head of the Art Department, has conducted a party of Americans touring Europe each summer for the past several summers. Mrs. Fitzgerald is therefore an experienced European traveler. She has had the advantages of the best art schools of both America and Europe. Parties traveling with Mrs. Fitzgerald will therefore not spend any time to a disadvantage.

Mrs. Fitzgerald's tour for the summer of 1914 begins July 1st and closes September 10th. She will visit the Mediterranean and the chief art centers and chief points of interest in Italy, Germany, on the Rhine, Switzerland, Holland, Belgium, France and England.

Mrs. Fitzgerald will conduct a party July, 1915, to California, Honolulu, Japan and China, returning by way of Vancouver. Write for itinerary if interested.

Parents who wish to consider such trips for their daughters, and who may not otherwise be satisfied as to the reliability of a chaperon, will do well to correspond with us.

THE NEWS LETTER A News Letter comprising from four to sixteen pages each issue is published quarterly by the College; is entered at the postoffice at Mexico, Mo., as second class matter and is free to all who receive it. The College will be glad to use as news items in this Letter accounts of the activities of Hardin Clubs, of social matters or movements in which Hardin girls are interested or any matter of information that will be of interest to the College and to women who have been students here. A postal card request will bring the current copy of the News Letter.

Calendar of Events, 1913-1914

- September 10—Enrollment of students.
- September 13—Y. W. C. A. reception to entire school.
- September 20—The Delphian Literary Society received the faculty and students in the parlors.
- September 22—Mrs. Thompson, State W. C. T. U. Lecturer, gave an interesting talk in chapel on "Woman's Work."
- September 29—The faculty was entertained by the Dramatic Club.
- October 1—Students attended the Lyric to hear the Schumann Quartette.
- October 13—President and Mrs. Million gave a delightful reception to the faculty in their home.
- October 14—Faculty and students went picnicking in Sunrise Park.
- October 25—The Athletic Association entertained the entire school.
- October 29—Halloween festivities.
- November 3—Maud Powell, Violinist, gave a concert in the Auditorium, the first number of the Hardin College Artist Course.
- November 6—The students enjoyed Edward Frye in "The Man From Home."
- November 9-15—The week of prayer was observed by meetings at ninety-three in the girls' rooms.
- November 11-12—The school was visited by Secretary Bowman and Miss Edna Beard, State Sunday-School workers.
- November 25—The Literary Societies presented a school play written by Misses Shelley Rice and Nannie Stevens.
- November 28—Thanksgiving.
- December 1—Mary Highsmith, Soprano, a graduate of Hardin, now a leading vocalist in Chicago, appeared in the College Auditorium, the second number of the Artist Course.
- December 7—The faculty and students heard the Chicago Ladies' Orchestra at the Lyric.
- December 16—Voice recital in the auditorium by pupils of Mrs. Adam.
- December 17—Beginning of the Christmas vacation.
- January 15—Dean Southwick, President of the Emerson School of Oratory, read "The Rivals," the third number of the Artist Course.
- January 16—Mrs. Fitzgerald gave a Studio Tea to her art pupils.
- January 19—Piano recital by pupils of Prof. Guerne.
- February—Shut in for some weeks because of smallpox in town, the girls had a merry time dedicating the halls of Hardin.
- February 13—Bishop Tuttle visited the College and gave a helpful talk in chapel.
- March 5—Guiseppe Fabbrini, pianist, last number on the Artist Course, played to a Hardin and Mexico audience.

- March 12—"Tyranny in Muslin" and "The Burglars" were cleverly presented by the Dramatic Club.
- March 17—A St. Patrick party was given to the school by the Delphians.
- March 28—Piano recital by pupils of Prof. Gjerdrum, assisted by pupils of Mrs. Adam and Miss Webb.
- April 4—Piano recital by pupils of Miss Lawrence.
- April 9—Graduate recital, Violin pupils of Miss Webb and Piano pupils of Miss Lawrence.
- April 11—The Pierians entertained the school with a lovely Easter reception in the parlors.
- April 16—Post-graduate recital, pupils of Prof. Gjerdrum and Mrs. Adam.
- April 18—A Junior "Prom" in the gymnasium was hugely enjoyed by the girls.
- April 23—Piano recital, junior pupils of Prof. Guerne.
- April 25—Piano recital by pupils of Miss Covington.
- April 30—Senior Piano recital by pupils of Prof. Guerne.
- May 7—Senior Piano recital, pupils of Prof. Guerne.
- May 9—Juniors entertain Seniors, auto ride to Wellsville and return. Supper at Benton. A gala procession of fourteen autos, led by the President's Hudson Six flying Old Glory.
- May 11—Senior Expression recital by pupils of Miss Dickinson.
- May 14—The Hardin Fair on College Campus.
- May 18—Senior Piano recital, pupils of Prof. Gjerdrum.
- May 21—Senior Piano recital, pupils of Prof. Guerne.
- May 25—Senior Voice recital, pupils of Mrs. Adam.
- May 28—Senior Piano recital, pupils of Prof. Guerne.
- May 30—Art Levee.
- May 31—Baccalaureate sermon by Rev. R. L. Davidson.
- June 1—Laying of corner stone for Gymnasium, and Basket Dinner on campus.
- June 1—Alumnæ Banquet.
- June 2—Class Day.
- June 2—Graduation exercises.



Religious Privileges

YOUNG ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians and to do active work among the unconverted. It is hoped that when school days are over, the experience gained at Hardin will enable our students to take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. OFFICERS FOR 1914-1915

President, Anna Ockrassa.....	St. Louis, Mo.
Vice-President, Nannie Stevens.....	Russellville, Mo.
Secretary, Mabel Skaggs.....	Pekin, Ill.
Treasurer, Louise Enloe.....	New Bloomfield, Mo.
Chairman of Missionary Committee, Frances Cadwell.....	Shelbina, Mo.
Chairman of Social Committee, Helen Solt.....	Barnes, Kan.
Chairman of Mission Study Committee, Susette Meyer.....	Bowie, Tex.
Chairman of Program Committee, Elsie Thomas.....	Pleasant Hill, Mo.
Chairman of Extension Committee, Jewell Holland.....	Indianapolis, Ind.
Chairman of Association News and Poster Committee, Shelley Rice.....	Texline, Tex.

Honors

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

Recent winners of scholarship medals:

Miss Linnie Scott, Clinton, Mo., 1909.

Miss Pauline Bretch, Hobart, Okla., 1910.

Miss Lucy Denham, Mexico, Mo., 1911.

Two awards 1912:

Miss Alberta Griswold, Clarence, Mo.

Miss Helen Vaughan, Big Spring, Texas.

Miss Mary Sears, Pingtu, China, 1913.



Register, 1913-1914

Adam, Dorothy	Illinois	Collier, Kathleen	Arkansas
Alexander, Gertrude	Oklahoma	Conlon, Sarah	Missouri
Allen, Ethel	Oklahoma	Cook, Helen	Missouri
Angell, Alberta	Missouri	Cook, Ruth	Missouri
Averitt, Helen	Missouri	Copeland, Hallie	Missouri
Baker, Mildred	Missouri	Cracraft, Grace	Missouri
Ball, Edith	Texas	Crebs, Virginia	Missouri
Barnes, Sybil	Missouri	Culbertson, Dulce	Missouri
Barr, Mrs. B. V.	Missouri	Culbertson, Sarah	Missouri
Bates, Rushbrook	Missouri	Cunningham, Gertrude	Missouri
Beachy, Bernice	Kansas	Davidson, Florence	Missouri
Beagles, Bessie	Missouri	Dearing, Mary	Missouri
Beatty, Mona	Kansas	Denham, Lucy	Missouri
Begeman, Leah	Missouri	Denmire, Leta	Iowa
Black, Marie	Arkansas	Douglass, Ruth	Missouri
Blanks, Dorothy	Missouri	Elliott, Faith	Missouri
Bledsoe, Vergie	Missouri	Enloe, Louise	Missouri
Boggess, Mary	Missouri	Fears, Marie	Oklahoma
Bolling, Bernice	Missouri	Fonville, Ladie	Missouri
Boone, Frances	Missouri	Fonville, Mary Gay	Missouri
Botts, Ligia	Missouri	French, Alleta	Missouri
Brand, Hilda	Missouri	Froehlich, Velma	Illinois
Brooks, Marion	Arkansas	Gaines, Grayce	Texas
Brown, Charlotte	Missouri	Gallaher, Lucile	Missouri
Burks, Mary Lee	Missouri	Garrett, Agnes	Missouri
Bybee, Beryl	Kansas	Gentry, Glowrene	Oklahoma
Byrns, Anna	Missouri	Giles, Imogene	Missouri
Cadwell, Frances	Missouri	Gilstrap, Clara	Oklahoma
Caldwell, Lila	Texas	Glandon, Miriam	Missouri
Cave, Julia	Missouri	Gould, Ruby	Missouri
Cave, Margaret	Missouri	Gray, Eula	Kansas
Chandler, Eleanor	Oklahoma	Gray, Nellie	Texas
Chandler, Lois	Missouri	Green, Elizabeth	Missouri
Clem, Jessie	Illinois	Guenther, Winifred	Missouri
Cobb, Annie Lee	Missouri	Guthrie, Susie	Missouri
Cockman, Leta	Missouri	Haile, Agnes	Missouri

Haislett, Olive	Missouri	Mooers, Charlotte	Missouri
Handy, Leta	Missouri	Morgan, Elizabeth	Texas
Hayden, Madeline	Missouri	Morris, Pearl	Missouri
Hays, Rachel	Missouri	Moss, Alta	Missouri
Heizer, Maurine	Missouri	Munger, Florence	Missouri
Holland, Jewell	Indiana	Myers, Dona	Missouri
Hopkins, Esther	Missouri	Nelson, Nance	Kansas
Howard, Allie	Missouri	Noel, Nellie	Missouri
Hubbell, Ethel	Illinois	Nusz, Marie	Kansas
Jesse, Lucy	Missouri	Ockrassa, Anna	Missouri
Johnson, Frances	Missouri	Paul, Evelyn	Missouri
Johnson, Miriam	Missouri	Paulk, Leone	Texas
Johnson, Ruby	Arkansas	Pearl, Frances	Missouri
Johnson, Tazzie	Missouri	Pearman, Clara	Missouri
Joseph, Lela	Missouri	Pickering, Estella	Missouri
Joyce, Eva	Missouri	Pigg, Lutie	Missouri
Kelso, Dennie	Missouri	Quarles, Josephine	Missouri
Kennedy, Fay	Missouri	Randleman, Mattie	Missouri
Kenton, Bernice	Missouri	Ransdell, Mary	Missouri
Kirk, Julia	Missouri	Ransdell, Myrtle	Missouri
Koger, Lowell	Missouri	Reading, Isabel	Missouri
Kramer, Helen	Missouri	Reavis, Barbara	Missouri
Lee, Nellie	Missouri	Rice, Shelley	Texas
Lightner, Era	Missouri	Rigg, Leah	Missouri
Linn, Ruhe	Colorado	Robertson, Ruth	Missouri
Long, Adelaide	Missouri	Rodgers, Jane	Missouri
Luther, Hazel	Kansas	Rosenthal, Helen	Missouri
McClure, Elizabeth	Missouri	Sarrasin, Dixie	Kansas
McCormick, Eva	Missouri	Sears, Mary	China
McCue, Frances	Missouri	Seward, Mrs. J. P.	Missouri
McIntyre, Hazel	Missouri	Shotwell, Helen	Missouri
McMurtry, Anna	Missouri	Shotwell, Martha	Missouri
McMurtry, Edna	Missouri	Show, Mary	Missouri
McQueen, Esther	Missouri	Sims, Lena	Missouri
McQueen, Hazel	Missouri	Sims, Ruth	Oklahoma
Marbut, Helen	Missouri	Skaggs, Mabel	Illinois
Martin, Lucy	Missouri	Smith, Clemence	Missouri
Meyer, Evalena	Missouri	Snoddy, Mrs. Abbie L.	Missouri
Meyer, Susette	Texas	Solt, Helen	Kansas
Mhoon, Kathleen	Oklahoma	Stevens, Nannie	Missouri
Mickelwait, Gayle	Iowa	Stevens, Ruby	Missouri
Miles, Adaline	Missouri	Stoner, Anna Marie	Missouri
Million, Helen	Missouri	Storts, Mattie	Missouri
Million, Margaret	Missouri	Sullivan, Helen	Missouri
Minor, Lucile	Missouri	Thomas, Elsie	Missouri
Mitchell, Maurine	Missouri	Tralle, Margaret	Missouri

Tralle, MildredMissouri
 Tucker, JuliaMissouri
 Van Ness, Pauline.....Missouri
 Vickrey, AnitaMissouri
 Vickrey, ClaraMissouri
 Wallace, HazelMissouri
 Wallace, JosephineMissouri
 Wallace, MaryMissouri
 Wallace, MildredMissouri
 Wallace, NevaMissouri
 Walser, GladysMissouri
 Warren, OpalMissouri
 Waterston, MargaretMissouri

Webb, MarieMissouri
 Wells, MarieMissouri
 Whitson, StellaMissouri
 Williams, AnnaMissouri
 Wilson, ErmaNebraska
 Wilson, MornaNebraska
 Winans, HarrietMissouri
 Windsor, HelenMissouri
 Windsor, JewellMissouri
 Witherspoon, AliceMissouri
 Woods, CecilMissouri
 Worrell, DorothyMissouri
 Wymore, DorothyMissouri

Classified List

Literary125
 Piano110
 Voice57
 Art34
 Expression23

Domestic Science23
 Gymnasium16
 Violin8
 Business8
 Organ1



Graduates, 1914

LITERARY

Hilda Brand, A.B.....Mexico, Mo.
 Grace Cracraft, A.B.....Jackson, Mo.
 Sarah Culbertson, A.B.....Mexico, Mo.
 Maurine Heizer, A.B.....Mexico, Mo.
 Ruhe Linn, A.B.....Dacono, Colo.
 Anna McMurtry, A.B.....Mexico, Mo.
 Adaline Miles, A.B.....Shelbina, Mo.
 Margaret Million, A.B.....Mexico, Mo.
 Mary Sears, A.B.....Pingtu, China
 Martha Shotwell, A.B....Richmond, Mo.
 Margaret Tralle, A.B.....Mexico, Mo.
 Neva Wallace, A.B.....Mexico, Mo.
 Harriet Winans, A.B.....Mexico, Mo.
 Lila Caldwell, B.L....Gainesville, Tex.
 Ruth Cook, B.L.....Mexico, Mo.
 Ruth Douglass, B.L....Frankford, Mo.
 Miriam Johnson, B.L.....Mexico, Mo.
 Anna Williams, B.L.....Mexico, Mo.

PIANO

Helen CookAdvance, Mo.
 Hallie CopelandWellsville, Mo.
 Madeline Hayden.Montgomery City, Mo.

Elizabeth MorganBowie, Tex.
 Alta MossMontgomery City, Mo.
 Clara Pearman ...Mountain Grove, Mo.
 Helen ShotwellRichmond, Mo.
 Mildred WallaceMexico, Mo.
 Gladys WalserOlean, Mo.
 Marie WellsMarble Hill, Mo.
 Stella WhitsonMexico, Mo.

VOICE

Leta HardyCoffey, Mo.
 Bernice KentonLee's Summit, Mo.
 Adelaide LongLee's Summit, Mo.
 Clemence SmithClarksville, Mo.

EXPRESSION

Bernice BeachyWichita, Kan.
 Florence MungerKansas City, Mo.

VIOLIN

Margaret MillionMexico, Mo.

Proficients

PIANO

Mary BoggessRichmond, Mo.
 Florence DavidsonSedalia, Mo.
 Marie FearsStigler, Okla.
 Velma FroehlichShawneetown, Ill.
 Olive HaislettThayer, Mo.

Lela JosephWellsville, Mo.
 Josephine QuarlesRichmond, Mo.
 Shelley RiceTexline, Tex.
 Mildred TralleMexico, Mo.
 Morna WilsonHarvard, Neb.
 Dorothy WorrellMexico, Mo.
 Dorothy WymoreMexico, Mo.

VOICE

Dulce CulbertsonMexico, Mo.
 Dennie KelsoMexico, Mo.
 Esther McQueenClarksville, Mo.
 Elizabeth MorganBowie, Tex.
 Leone PaulkRoyse, Tex.
 Anna Ockrassa.....St. Louis, Mo.
 Mary RansdellParis, Mo.

PUBLIC SCHOOL MUSIC

Gertrude AlexanderArdmore, Okla.
 Faith ElliottHouston, Mo.
 Adelaide LongLee's Summit, Mo.
 Esther McQueenClarksville, Mo.
 Mary RansdellParis, Mo.
 Clemence SmithClarksville, Mo.
 Morna WilsonHarvard, Neb.

EXPRESSION

Leta CockmanThayer, Mo.
 Bernice KentonLee's Summit, Mo.
 Hazel McQueenClarksville, Mo.

VIOLIN

Marie NuszAbilene, Kan.

BOOKKEEPING

Allie HowardMexico, Mo.
 Estella PickeringRichmond, Mo.
 Mary SearsPingtu, China
 Ruby StevensWellsville, Mo.

STENOGRAPHY

Ethel HubbellChicago, Ill.
 Estella PickeringRichmond, Mo.
 Ruby StevensWellsville, Mo.

COOKING

Edith BallBowie, Tex.
 Bernice BollingBrowning, Mo.
 Jessie ClemChristopher, Ill.
 Faith ElliottHouston, Mo.
 Louise EnloeNew Bloomfield, Mo.
 Clara Pearman ...Mountain Grove, Mo.
 Lena SimsSturgeon, Mo.
 Anna StonerSumner, Mo.
 Helen Windsor.....Pilot Grove, Mo.

SEWING.

Lois ChandlerCassville, Mo.
 Jessie ClemChristopher, Ill.
 Faith ElliottHouston, Mo.
 Estella PickeringRichmond, Mo.
 Anna StonerSumner, Mo.
 Helen Windsor.....Pilot Grove, Mo.

Post-Graduates

PIANO

Amelia Rix.....Big Springs, Tex.

VOICE

Ligia BottsMexico, Mo.
 Amelia Rix.....Big Springs, Tex.

Course of Study

Preparatory Course

Two years—First and second years of High School.

Same for all courses following.

Eighth Grade Work in Public School Completed.

Figures in parentheses mean hours of recitation per week.

For description of courses see pages 30-38.

FIRST YEAR

English I (5); Latin I (5); Mathematics I (5); Civics (4) first semester, Elementary American History (4) second semester.

SECOND YEAR

English II (5); Latin II (4); Mathematics II (4); Ancient History (4).

Junior College

Officially standardized by the Missouri State University, March 22, 1913.

LATIN COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); Latin III (4); Mathematics III (4).

Electives:—French I (4); German I (4); American History (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4).

Electives:—French II (4); German II (4); English History (4); (a) Pedagogy I (2), (b) Bible (2).

JUNIOR YEAR (University Freshman)

Required:—Latin V (3); English V (3); European History (3); Science II (3).
Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Latin VI (3); Science IV (3).

Electives:—Shakespeare (3); Advanced American History (3); Mathematics IV (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek; German, or French; Pedagogy IV, Psychology II (3); Pedagogy III, Sociology I (2); Bible III (2).

MODERN LANGUAGE COURSE

FRESHMAN YEAR (Third year
standard High School)

Required:—English III (4); French I (4), or German I (4); Mathematics III (4).

Electives:—Latin III (4); American History (4).

SOPHOMORE YEAR (Fourth year
standard High School)

Required:—English IV (4); French II (4), or German II (4); Science I (4).

Electives:—Latin IV (4); English History (3); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—French III, or German III (3); English V (3); European History (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Science IV (3); French IV, or German IV (3).

Electives:—Same as Senior year, Latin Course, and Latin VI.

CLASSICAL (GREEK) COURSE

FRESHMAN YEAR (Third year
standard High School)

English III (4); Latin III (4); Mathematics III (4); Greek I (5).

SOPHOMORE YEAR (Fourth year
standard High School)

Required:—English IV (4); Latin IV (4); Science I (4); Greek II (4).

Electives:—English History (4); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—Greek III (4); Latin V (3); English V (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Greek IV (4); Latin VI (3); Science IV (3).

Electives:—Same as Senior Year, Latin Course (except Greek).

RELIGIOUS PEDAGOGY COURSE

JUNIOR YEAR

Required:—English V (3); Science II (3); Psychology I, Pedagogy II (3); Bible II (2).

Electives:—Latin V (3); Greek III (4); French III (3); German III (3); Mathematics IV (3); European History (3).

SENIOR YEAR

Required:—Science IV (3); Pedagogy III, Sociology I (2); Bible III (2).

Electives:—Shakespeare (3); Advanced American History (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek III (4); Latin VI (3); Pedagogy IV, Psychology II (3).

NORMAL COURSE

State Certificate (see pp. 17 and 36).

A. Required:—General Psychology (3); Theory of Teaching (3); School Administration (3).

3. Electives:—History of Education (3); Educational Psychology (3);

Special Methods (3); Observation and Practice Teaching (3).

A total of 12 hours required,—9 hours under A above designated; 3 hours under B to be elected; total, 12 hours.

General Description of Courses

ENGLISH.—MISS LUTHERA EGBERT, MISS MARY B. HILDEBRAND

English I.—Five hours.

An elementary course in English Composition. Study of some masterpieces of literature. Text, Scott & Denney's Elementary English Composition. Miss Hildebrand.

English II.—Five hours.

Scott & Denney's English Composition-Rhetoric. This course attempts to make students familiar with the principles of English Composition. It will consist of exercises based upon text-book study and themes. Study of several masterpieces required for college entrance. Miss Hildebrand.

English III.—Four hours.

English Literature.—About three-fourths of the hours of instruction will be devoted to the study of masterpieces and to the history of literature. The remaining time will be given to composition. Miss Egbert or Miss Hildebrand.

English IV.—Four hours.

Advanced Rhetoric and Composition.—On entering this course, the student will be asked to present a list of classics in English which she has already studied in High School. Especial emphasis will be placed on composition and rhetoric. Supplementary work in literature, however, will be offered if

necessary to meet the needs of the class.

The second semester will be given mainly to the study of American Literature. Miss Egbert.

English V.—Three hours.

First Semester.—General survey course in Literature. The aim of the course is to lay before the student the whole field of English Literature in its successive periods from the earliest beginnings to the present day. A large amount of reading will be required.

Second Semester.—Advanced Composition.—A knowledge of Rhetoric, will be assumed and attention confined to the art of clear and effective expression. Short and long themes. Lectures. Miss Egbert.

English VI.—Three hours.

First Semester.—Shakespeare. Introductory course. The Elements of Freytag's Technique of the Drama will be studied in connection with a general reading and study of twenty-five plays.

Second Semester.—The Development of the English Novel from Richardson to the Present Day. The reading of representative novels of the leading novelists will be required along with a study of the development of the form and subject matter of the novel. Miss Egbert.

MATHEMATICS.—MISS ROSE B. WOOD

Mathematics I.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary Course.

Mathematics II.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Wells' New Plans and Solid Geometry.

Mathematics III.—Four hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binomial theorem, logarithms and progressions. Text, Slaught and Lennes'

High School Algebra, Advanced Course.

Mathematics IV.—Three hours.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra.

HISTORY AND POLITICAL ECONOMY.—PRES. JOHN W. MILLION,
MR. GUY MOTLEY*Second Year Preparatory.*—Four hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, Botsford's "Ancient History," Guerber's "Myths of Greece and Rome." Mr. Motley.

Fourth Year Preparatory.—Four hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

Mediæval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of

the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII. and Louis XIV.; Colbert's work; the Northern nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work. Mr. Motley.

Senior Year.—Three hours.

First Semester.—American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Hart's "Formation of the Union." Mr. Motley.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less

emphasis. Source-work will be largely used. Texts, Muzzy's "History of the American People," Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use. Mr. Motley.

POLITICAL ECONOMY.—PRESIDENT MILLION. Two hours

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Alvin S. Johnson's "Introduction to Economics."

RELIGIOUS PEDAGOGY.—MR. TRALLE

The department of Religious Pedagogy in Hardin College was the first in any college in Missouri and the first in a junior college anywhere. It was established by a vote of the trustees early in the year 1911, with Prof. Henry Edward Tralle in charge. The work was begun with the opening of the fall semester of the same year, with a fine enrollment, and, during the second and third years, there have been enrolled in the department more than one-fourth of all the students in the school.

For the use of the students in the department, there has been established a special library containing several hundred volumes of selected books on psychology, pedagogy and the Bible, and also sets of graded lesson helps and teacher-training text-books, together with Bible maps, Oriental models and samples of graded hand-work.

The courses in Religious Pedagogy provide definite training for practical Christian service in home and church. The students in this department may or may not become missionaries or specialists—indeed most of them will not—but, in any event, they are prepared for effective teaching in the Sunday-school and for leading training classes, prayer-meetings, etc.

Students in this department receive credit on degrees as in any other department. These courses of study are

required for A.B. and B.L. students taking the Religious Pedagogy course, and are elective for those taking the Latin, Modern Language or Greek courses. The courses in this department are open also to qualified Conservatory, Business and Special Students.

In connection with the department, correspondence courses are conducted and extension work is maintained.

Sophomore (Fourth Year High School).

1. Pedagogy I—Elements of Sunday School Teaching (two hours, first semester, and two hours, second semester). An elementary, comprehensive course in practical Sunday-school work, including lessons on the pupil, the teacher, the school and the Bible, with practice and observation work and with references to the literature of the subjects treated.

2. Bible I—The Life of Christ (one hour, first semester, and one hour, second semester). The students read the four Gospels through, a selection each day, and the class hour is devoted to a review of the week's reading and to a discussion of the more important questions involved.

Junior Year.

1. Bible II—Old Testament History and Literature (two hours, first semester, and two hours, second semester).

ter). A general, systematic course introductory to the intelligent study of the Old Testament. The student is led into a knowledge of the historical background and the vital teachings of the Old Testament and into an appreciation of these books as literature. The Old Testament itself is the chief text, but it is supplemented by the use of a syllabus and by references to standard literature.

2. Psychology I—Essentials of Psychology (three hours, first semester). A course in general psychology, dealing with fundamental principles and indicating some educational applications. The viewpoint is genetic rather than philosophical. A standard text is used, and there are references to the literature.

3. Pedagogy II—Principles and Methods of Religious Education (three hours, second semester). A study of the significant characteristics and the religious and moral interests and possibilities of the pupil at each stage in his development; educational values of the biblical and extra-biblical material and of the different types of expressional activity; teaching factors and methods in the modern Sunday-school and in the home; practice teaching and observation work.

Senior Year.

1. Bible III—New Testament History and Literature (two hours, first semester, and two hours, second semester). A constructive study of the personality and work of Jesus and of his fundamental teachings, and of their practical interpretations in the activity and teaching of the apostles and in the growth and extension of

Christianity during the first Christian century.

2. Pedagogy III—Story-Telling in Religious Teaching (two hours, first semester). A study of the fundamental principles of the story and of the art of its effective use in religious teaching in the Sunday-school and the home. Selected stories from biblical and other literature are analyzed, and the students are drilled in the making and telling of graded stories.

3. Sociology I—Social Teachings of Jesus (two hours, second semester). A study of the social principles and teachings of Jesus in relation to modern institutions and conditions. A standard text-book is used, with references to the literature.

4. Pedagogy IV—History and Agencies of Religious Education (three hours, first semester, elective). A study of the aims and methods of the Jewish and Christian systems of religious education, and of the modern religious education movement—its history, aims, and agencies, with special emphasis on the equipment, organization, and efficiency of the Sunday-school.

5. Sociology II—History and Sociology of Missions (three hours, second semester, elective). An outline history of Christian missions from the earliest times; a survey of modern missions; the social influence of missionary teaching and activity.

6. Psychology II—Child Psychology (three hours, second semester, elective). A study of the nature and growth of the mind during childhood, of the instincts and other factors in human development, with practical applications to religious training in the school and in the home.

GREEK.—MRS. MILLION AND MISS AGNES VAUGHAN

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

Greek I.—Five hours.

Texts, White's First Year Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

Greek II.—Four hours.

Texts, Harper & Wallace's "Xeno-

phon's *Anabasis*," Goodwin's *Greek Grammar*, Merriam's "The Phæaciens of Homer," Merry's "Homer's *Odyssey*," Books XIII., XIV.; Autenrieth's *Homeric Dictionary*, Woodruff's *Greek Prose Composition*. Mrs. Million and Miss Vaughan.

Greek III.—Four hours.

Texts, Bristol's "Lysias," ten orations; Tyler's "Philippics of Demosthenes," Dyer's "Apology and Crito of Plato." Mrs. Million.

Greek IV.—Four hours.

Tragedy and Comedy. Mrs. Million.

LATIN.—MRS. MILLION AND MISS VAUGHAN

Latin I.—Five hours.

Texts, D'Ooge's *First Year Latin*. Miss Vaughan.

Latin II.—Four hours.

Texts, Kelsey's *Cæsar*; Barss' *Writing Latin*, Book I. Miss Vaughan.

Latin III.—Four hours.

Texts, D'Ooge's "Cicero;" Bennett's *Latin Grammar*; Barss' *Writing Latin*, Book II. Miss Vaughan.

Latin IV.—Four hours.

The equivalent of four books of *Cæsar* and six orations of Cicero is required before entering this class. Texts, Frieze's "Vergil;" *Mythology*, Guerber's "Myths of Greece and Rome." Miss Vaughan.

Latin V.—Three hours.

First Semester.—Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

Second Semester.—Horace, *Satires* and *Epistles*. Mrs. Million.

Or, First Semester.—Two hours. Ovid.

Second Semester.—Two hours. Roman Comedy, Terence. Mrs. Million.

Latin VI.—Three hours.

First Semester.—Text, Abbott's "Cicero's Letters." Selected Letters and a study of the times as shown in the letters.

Second Semester.—Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES.—MISS IDA E. SCHNIREL, MISS LUTHERA EGBERT

German I.—Five hours.

Spanhoofd's *Elementary Book of German Speech*. "Glück Auf" and "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography. Miss Egbert.

German I.—Five hours.

Joynes & Wesselhoeft's *German Grammar*. Bacon's "Im Vaterland." Translation, dictation, memorizing of

German poems and songs, conversation and study of German geography. Study of stories and legends of old German heroes. Miss Schnirel.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard au-

thors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems and six German songs.

German II.—Four hours.

Thomas' Practical German Grammar (revised). Selections from representative modern authors. Conversation, dictation and translation into German.

German III.—Three hours.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors—Lessing, Schiller, Heine. Memorizing famous German poems and singing of more difficult songs.

German IV.—Three hours.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

French I.—Five hours.

Fraser & Squair's Shorter French Course. "Le Tour de la France par Deux Enfants." Dictation, translation,

conversation, memorizing six poems, and study of French geography.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

French II.—Four hours.

Fraser and Squair's Grammar. Reading of French classics, representative authors. Conversation, dictation, translation into French.

French III.—Three hours.

Composition; History of French Literature; Reading of selections from representative authors—Corneille, Moliere, Hugo.

French IV.—Three hours.

Study of French authors and classics of XVIII. century.

SCIENCE.—MR. PEELER

Science I.

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss.

Science II.

Chemistry.—A study of the non-metals and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. One lecture period and two periods for laboratory work.

Science III.

Household Chemistry.—(Prerequisite, General Chemistry.) An elementary course in Organic Chemistry of foods. Required of all students who take advance work in Home Economics. Three hours a week, one semester.

Science IV.

Botany.—An elementary course in College Botany. It will include a study of the general structure of plants, adaptation of the nutritive organs of plants, respiration and the production of energy in plants, reproduction in plants, plant propagation, plants in their relation to human welfare, plant classification, etc. The laboratory work will require a carefully kept note

book, with drawings, by the student. The laboratory work and the reference reading are outlined by the instructor. One lecture period and two periods for laboratory work.

Science V.

General Bacteriology. — (Prerequisite, General Botany.) A general

course in the fundamental principles of Bacteriology. Required of all students who take advance work in Home Economics. Three hours a week, one semester.

N. B.—All the laboratory periods are double periods—that is, two hours.

HISTORY OF ART.—MISS AGNES CARR VAUGHAN

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some masterpieces in

each, with brief sketches of famous artists. Text, Goodyear's "History of Art." Two hours. Senior year.

EDUCATION

Our State Department is showing a broader sympathy in the educational work of the state.

The State Department, recognizing the educational merit of the Junior College, has issued the following statement, which grants upon the stated conditions a certificate authorizing the holder to teach for a period of three years in the public schools of Missouri.

To Junior Colleges Accredited by the University of Missouri:

A State certificate, known as a Junior College Graduate Certificate, authorizing the holder thereof to teach in the public schools of Missouri for a period of three years will be issued to the graduates of those institutions accredited by the University of Missouri as junior colleges providing the following conditions have been met:

1. A minimum of twelve hours in education shall be required of all applicants for this certificate. This work shall consist of general psychology, three hours; theory of teaching, three hours; school administration, three hours, and one three-hour course from the following: History of education, educational psychology, special methods, or observation and teaching. The courses offered must be the equivalent of the following:

(a) *General Psychology*.—An introductory course in general psychology based upon such texts as Thorndike's *Elements of Psychology*, James' *Briefer Course in Psychology*, Calkins' *First Book in Psychology*, supplemented by *Experiments in Psychology* with a laboratory manual.

(b) *Theory of Teaching*.—A general course which tends to formulate a method of class work and to show the relation of the principles of teaching to the problems and principles of education. The student should be led to a full appreciation of method in modern education. Texts: Charters' *Methods of Teaching*, Thorndike's *Principles of Teaching*, or an equivalent text.

(c) *School Administration*.—A general treatment of the important administrative problems of rural, elementary and high school teachers and a study of the relations obtaining between the teacher and the pupil, the teacher and the principal, the teacher and the community, the teacher and the State. Texts: Dutton and Snedden, *School Administration*; Strayer, *The Teaching Process*, or an equivalent text.

(d) *History of Education*.—A study of the educational ideals and

practice of those historic periods during which conceptions of education based on fundamental principles have been formulated. The principles should be considered in their application to the subject matter, method and organization of present day education. The aim should be to present the central feature of past educational thought as a basis for the study of present day tendencies. Texts: Monroe, *Elementary History of Education*, or an equivalent text.

(e) *Educational Psychology*.—This course should present the main facts concerning the nature and development of the mind during childhood and youth with special reference to the meaning of these facts to the teacher. General psychology must be required as a prerequisite. Text: Pyle, *Outlines of Educational Psychology*, or an equivalent text.

(f) *Special Methods*.—This course should consist of a study in the application of the general principles of

teaching to the various subjects of the elementary school curriculum and should be paralleled by as much critical observation in the teaching of these subjects as possible. Text: McMurry's *Special Methods Series*.

(g) *Observation and Practice Teaching*.—This course should give practice in thorough active teaching in applying the principles of method. Much attention should be given to the mastery and organization of the subject matter as a prerequisite to the teaching. Observation should always be made in the class of a supervisor or regular teacher and never in that of a student teacher.

2. The instructor in charge of these courses must be a graduate of a standard college or university, and must have done a year of graduate work with total credit in education of at least thirty semester hours.

3. The instructor and the needful library must be approved by the Department of Education.

The Junior College

The conditions upon which the University of Missouri admits a school to junior College rank are given below in circular sent out by the University.

The *minimum* requirements which a junior college must meet in order to be accredited are as follows:

1. The requirements for admission to the work of the college must be the equivalent of those of the College of Arts and Science in the University of Missouri.

High School subjects which are required for admission are designated in terms of "units." A unit is the equivalent of a subject pursued five forty-minute periods a week for at least

thirty-six weeks, except that in the case of physical and biological sciences, and in the case of manual arts, two of the five periods each week must be double periods.

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the (V, 3) list on p. 15.

2. If a preparatory school is maintained in connection with the college, its work must be approved by the University of Missouri.

3. The course of study in the college must be two years in length; and the college year, thirty-six weeks.

4. For graduation from the college, the student must complete satisfactorily sixty hours of work, which must be the equivalent of that required in the first two years in the College of Arts and Science in the University of Missouri. This is as follows:

(a) Six hours of English; (b) Five hours of History; (c) Five hours of Ancient Languages and Literature; (d) Five hours of Modern Languages; (e) Five hours of Mathematics, or Logic and Psychology; (f) Five hours of Physical Science (Astronomy, Chemistry, Geology and Mineralogy, Physics); (g) Five hours of Biological Science (Anatomy and Histology, Botany, Physiology, Zoology).

These requirements may be waived on the following conditions: If the student presents four units for entrance in one of the requirements (b) or (c), or three in (d) or (e), or two in (f) or (g), he will be excused from that requirement. Such exemptions do not excuse the student from the requirement of a total of sixty hours for graduation.

By an hour is meant a 60-minute period of class work, or a 120-minute period of laboratory work (exclusive of preparatory instruction and study, work upon note books that can be done outside of laboratory, etc.), each week for one semester.

5. Students shall not be permitted to carry for credit work amounting to more than 16 hours a week.

6. There must be a sufficient number of teachers to conduct the work without crowding the classes, or without assigning to individual teachers an excessive amount or variety of work.

7. All college teachers should have had training equivalent to four years' work in a standard college, and it is desirable that they should have completed one year's graduate work.

8. There must be a laboratory for physical science and a laboratory for biological science, each adequately equipped and sufficiently large to permit easily of individual work upon the part of the students.

9. There must be an adequate library equipment.

10. The college must give satisfactory instruction in the work specified in the 4th requirement, and, in addition, must give satisfactory instruction in other courses which the student may take in completing the conditions for graduation.

The University reserves the right to cease to accredit, at any time, a junior college that employs inefficient teachers, or that otherwise fails to maintain the required standard.

An historical statement showing that Hardin College has had practically Junior College rating for thirteen years.

University of the State of Missouri Columbia

REGISTRAR'S OFFICE IRVIN SWITZLER

COLUMBIA, Mo., Feb. 12, 1901.

Pres. J. W. Million, Hardin College,
Mexico, Mo.:

DEAR SIR: At a meeting of the Academic Faculty of this University, held February 9th, the following, among other proceedings, were had:

REPORT ON HARDIN COLLEGE.

To The Academic Faculty:

On January 23d and 24th, at the request of President John W. Million, we visited Hardin College, Mexico, and examined into the character of the work done in Mathematics, History, Economics, English, Greek and Latin. We found the work in these subjects in charge of very competent instructors and most excellently done. The following subjects are open to candidates for the A. B. degree:

(Here follows printed schedule of studies for Freshmen, Sophomore, Junior and Senior classes as printed in your last catalogue, pp. 21 and 22.)

Of the above named subjects Latin is given for a period of five years, Greek for four years, History for four years and Political Economy for one year.

We recommend that A. B. graduates of Hardin College, who present certificates showing that they have completed the above work, be given credit toward the A. B. degree in this University as follows: Latin, 12 hours; Greek, 12 hours; Mathematics, 9 hours; English, 9 hours; History, 9 hours; Political Economy, 3 hours—total, 54 hours.

In case a student completes a less amount of work in the various subjects than that given above, we recommend that the credit given in this University

be proportionately less. The credits recommended above are in excess of the requirements for admission.

Respectfully submitted,

J. C. JONES,

ISADOR LOEB,

[SIGNED] H. M. BELDEN,

JAS. W. KYLE,

J. N. FELLOWS.

On motion adopted, the Secretary was asked to send a copy of report to President Million, with the recommendation that the recitation periods (for work received as credits by this University) be increased to one hour each. Also: The credits allowed are predicated upon character of work being maintained.

Very truly,

IRVIN SWITZLER,

Secretary Faculty.



Grade or Rank of Literary Work Done at Hardin

Hardin has been Doing Junior College Grade of Work (Lacking One Science) for Many Years. Hardin was Officially Standardized as a Full Junior College, by the Missouri State University, March 22, 1913

HARDIN AT THE UNIVERSITY OF MISSOURI

Miss Frances Mason, Mexico, Mo., A.B. Hardin, 1905; A.B. University of Missouri, August, 1907.

Miss Elizabeth Patterson, Mexico, Mo., A.B. Hardin, 1906; A.B. University of Missouri, June, 1908.

Miss Louise Blackmar, Columbia, Mo., A.B. Hardin, 1906; A.B. University of Missouri, August, 1908.

Miss Anna May Moore, Paris, Mo., A.B. Hardin, 1907; A.B. University of Missouri, June, 1909.

Miss Clara Haggard, Mexico, Mo., A.B., Hardin, 1911; enrolled University of Missouri, September 19, 1911, completed requirement for A.B. summer 1912, degree will be awarded June, 1913. Student during 1912-13 in School of Education, working for B.S. in Education; also in Graduate School.

Miss Lena Johnson, Mexico, Mo. (one year in Hardin following High School); entered the University September 22, 1909, graduated A.B. June 13, 1912.

Miss Frances Graham, Mineola, Mo., A.B. Hardin, 1913; entered the University of Missouri in September, 1913, getting 60 hours credit.

HARDIN AT THE UNIVERSITY OF CHICAGO

Miss Mabel Proctor, Monroe City, Mo., A.B. Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, received 27 majors credit "advanced standing," took 9 majors work in the University and graduated A.B., June, 1908. In residence only four quarters.

Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNI- VERSITY (St. Louis)

Miss Imogene Franklin, St. Louis, Mo., A.B. Hardin, 1906; A.B. Washington University, June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.

STEREOPTICONS

Two high-grade Stereopticons have been installed for regular use in classroom work and in lectures. The stereopticon has already been used with great success in the History of Art course.

There are great possibilities for the stereopticon not only in Art History but in the classics, History, English, Science and History of Music.

COMMERCIAL DEPARTMENT

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System or some standard system will be used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—Both Touch and Sight methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, together with the Sophomore Year in English, will receive a certificate of proficiency in the subject finished.

Students finishing the entire course, Bookkeeping, Shorthand, Typewriting, together with the Second Year Preparatory in English, will receive a certificate of proficiency in Accounts.

DEPARTMENT OF EXPRESSION.—MISS LENA M. DICKINSON

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions according to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progress-

ive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—INDIVIDUAL WORK. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the registers, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercises for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—INDIVIDUAL WORK. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the great masterpieces of literature. Character delineations. Recitals.

Third Year.—INDIVIDUAL WORK. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture. Scenes from Shakespeare and the interpretation of works by the great masters.

Class Expression, or Reading.—The aim in Reading is to give the student power to interpret the written or printed page and train the mind to give out the ideas thus obtained with feeling and conviction. Reading thus taught is an art and rests upon recognized laws of nature. These laws are so arranged as to give the student power to grasp with the least effort the thought on the written or printed page and to give that thought out to her hearers with clearness of interpretation.

The student is drilled with the class as a critical audience in order to develop at the moment of speech mental activity in both the student and the class. Enunciation and pronunciation are given much attention. In mastering the voice the student must learn to control the breath and tone projection in order to eradicate the faults in the use of the voice and secure flexibility, smoothness and power. Only through the exercise of the powers of expression will the student gain additional power. A correct and pleasing use of our mother tongue contributes much to our success, socially and commercially.

There will be a great deal of reading at sight of selected passages from the best literature, including selections from the Bible, current periodicals and the daily newspaper. There will be a limited amount of committing to memory as a regular part of the work in the Reading classes. The Reading classes will not be allowed to exceed fifteen in number. Each class will be met twice a week for one hour, one semester.

Credit given for one hour twice a week, one semester, $\frac{1}{4}$ of one high school unit.

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill Work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture, because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty which refines the character, and gives ease and grace by a physical response to the thought. Plays are studied in a two-fold relation as dramatic art and as literature.

Candidates for graduation must complete the course of a standard high school or its equivalent and the course in Expression as here outlined. Students meeting these requirements will be granted a diploma.

Texts, "Evolution of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING.—MISS RUTH BARBARA RULE

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort.

COURSES

ELEMENTARY TRAINING This course covers a series of developing and corrective exercises of the simpler forms. The exercises are for the general benefit of health, freedom of movement, grace and poise.

Much attention is given to the method of standing and walking and deep breathing. The simpler exercises in dumb bells, wands, Indian clubs, poles and rubber balls are used. The student is trained for the purpose of acquiring the power or coördination and sense of rhythm that she may gain results in grace, ease of movement and self-reliance. The personal needs of the student are always kept in mind.

Required of all students except those sufficiently advanced for upper classes or excused by a physician.

Three hours a week, two semesters. Credit equivalent to $\frac{1}{4}$ of high school unit.

ADVANCED TRAINING German tactics, Swedish gymnastics, light apparatus, fancy steps and folk games further developed during the second year. Highly organized games, such as tennis, volley-ball, basket-ball, indoor base-ball and hockey, comprise the recreative portion of the work.

Two hours a week two semesters, instruction and exercises. Credit two hours on either high school or college work.

A physical examination is given by the physical director to every student on entering the college. The student is assigned to class work in accordance

with this examination and previous training.

Corrective Exercises, Personal Hygiene, Rules of Living and Forms of Exercise that can be used after college days are over are taught throughout the courses.

Allied courses, such as Eugenics, First Aid to the Injured, are given under the head of Round Table lectures by Mrs. Million.

GYMNASIUM The Gymnasium building now being erected, ready for September, 1914, is a fire proof building, brick, steel and concrete, 102 feet long by 55 wide, two stories high, costing between \$20,000 and \$25,000.

Along one side and one end there will be a double tier of sound-proof piano practice rooms and teachers' studios. There will be no practice pianos located in the main dormitory building.

The floors in the Gymnasium and in the studios will be laid upon concrete. The building will be of pressed brick and concrete. The roof will be of red tile, supported by steel.

The exercise room will be available for in-door tennis, basket-ball and any other games every day in the year, no matter what the weather conditions are.

ROUND TABLE.—MRS. J. W. MILLION, Conductor

The Round Table.—One hour. Credit, $\frac{1}{4}$ of high school unit.

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and æsthetics governing it.

Mental Hygiene.—Eugenics.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

First Aid to the Injured.—What to do in many emergencies before the physician arrives.

Also the following topics:

1. *What Are You Worth*.—To your home, to the community, to the race?
2. *Cultivation of Self*.—Mind, body, spirit. The highest education, an harmonious development of the tri-being.
3. *Food*.—Its use and abuse.
4. *Exercise*.
5. *Breathing*.—Importance of correct breathing.
6. *Sleep*.
7. *Bathing*.

8. *Moral Thinking*.—How do you live in your thought world?

9. *Friendship*.—Between boys and girls; between girls; the value of noble companionship.

10. *Love*.—What is it? The immeasurable difference between love and infatuation.

11. *Engagements*.—Sacredness of such relationship. A time for preparation for what?

ART DEPARTMENT.—MRS. BELLE KING FITZGERALD

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artistic material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

An Art Club, to which all Seniors and Juniors must belong, will be organized for those interested in what is being done in the world of Art at the present time. The best Art journals will be at the disposal of the Club and will be reviewed and discussed freely by the members.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTLINE OF COURSES

1. *First Year Drawing*.—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature; modeling in clay; perspective.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses, and the training obtained is equally

valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing*.—Drawing from casts of heads, busts, still life, in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching; composition.

3. *Painting*.—Simple studies in still life. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition, Art Club and Sketch Class.

4. *Advanced Painting*.—Painting in oil from life, nature, still life; portrait study in the Life Class; composition; perspective; Art Club and Sketch Class; Art History.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion.

Students completing the above four courses and a standard high school course or its equivalent in which History of Art, Design, Drawing, etc., will be given due credit, will be awarded the full diploma in Art.

KERAMIC ART CLASS

Students who complete the work in China Painting only will receive not a diploma but a certificate of proficiency. This course includes one year of Drawing and two years of China, with talks on Ceramic Art and Design and English through the Sophomore year.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leathercraft.

A student may enter any of the above courses for special work without a previous knowledge of Drawing,

provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kiln No. 7 Special used in the Art Room.

HOME ECONOMICS, OR DOMESTIC SCIENCE.—MISS CLARA ELIZABETH VOGT

Foods I.—Five hours college credit.

This is an introductory course to Home Economics, running throughout the entire year, giving the problems involved in household sanitation, care, and household management, along with an elementary course in cooking.

Foods II.—Five hours college credit.

This course is given the second year. It is an advanced course in Cooking and takes up the study of the composition of foods, their digestion and absorption, their nutritive value and use in the body. The relation of bacteriology, chemistry and physiology to food work is studied and applied. A complete and thorough course in cooking is given. At the end of the school term meals are planned at definite cost and served to members of the faculty.

Sewing I.—Two hours college credit.

This work consists almost entirely of laboratory practice. A brief survey of the origin and composition of the different textile fibres is given. Hand and machine sewing are done, including the fundamental stitches, the drafting and making of underwear and simple garments.

Sewing II.—Three hours college credit.

Three laboratory periods a week are used in this course. A study of the

fundamental principles of dress making is taken up, with more difficult drafting and making of garments.

House Sanitation.—Three hours college credit.

A complete study of the home is given in regard to its location, surroundings, construction, heating, ventilation, drainage, water supply and proper care of the house. Laws of municipal sanitation in relation to the household are taken up and studied.

Textiles and Clothing.—Five hours college credit.

A study of the different textile fibers, their origin and industry, is taken up in this course. The principles of laundry work are given; the removal of stains; the detection of the different textile fibers; the proper way of cleansing them, together with the proper care of fine laces and embroidery. Clothing is considered from the standpoint of hygiene, economics and art.

Home Nursing.—One hour college credit.

This is a one hour course given entirely to the nursing and caring for the ill in the home.

Literary Societies

The Delphian and Pierian Literary Societies were organized May 16, 1912. They are under the direct supervision of faculty advisors and meet once in three weeks, when they present programs consisting of debates, readings, and musical numbers. Once during the school year the societies produce a play or musical comedy, and in April a joint debate is held.

It is believed that membership in a literary society tends to promote a higher grade of scholarship, and to encourage a more wide spread feeling of goodfellowship among the student body. To this end all students are urged to present membership applications early in the school year.

Degrees

(Honors will not be conferred until all bills are paid.)

The degree of A. A., Associate in Arts, the Junior College degree approved by the University of Chicago and the University of Missouri will be conferred upon students who complete any one of the five courses Latin, Modern Language, Classical, Normal, Religious Pedagogy (pp. 28-29). Students completing any one of these courses and receiving the A. A. degree from Hardin College will be admitted to the junior year of the Missouri State University without examination and with 60 hour credit, or the same as if they had attended the State University two years. No other Literary degrees are given by Hardin College.

Students who reach a standard of 90% in examinations combined with class grades during the year are marked distinguished and the names published on Commencement day.

On Government

For some years Hardin College has striven towards a larger measure of self-government in the student body. Literary societies, the Y. W. C. A., class organizations, Greek letter sororities and any other organizations in which student activity is manifested will be left as far as possible to the students. The Faculty, of course, as a court of last resort, reserves the right as final authority on all questions of college government and discipline. It is the purpose of the management to strive toward that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom possible on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or state. Rules and regulations in a school are to the school what laws are to a state. Rules and laws are to be obeyed. We want the fewest possible, and those rational.

Regulations for Boarding Pupils

Each pupil must bring one pair of blankets, two white counterpanes, two pairs of sheets, two pairs of pillow cases (size of pillow-slips, 18x36 inches), six towels, two sash curtains three feet in length, six table napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat, a hot-water bag, and a bag for soiled clothes marked *with name in full, not initials*. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

No uniform is specified. For church and street wear tailored suits and small plain hats will be worn. Each student must provide herself with some light, inexpensive waists or gowns to be worn at dinner and at informal receptions. At receptions the dress should be very simple.

Students are not to leave the College grounds without permission.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors, and under no circumstances in their rooms. *When parents or other relatives visit the College the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature a charge for nursing will be made.

Parents desiring to make special requests for, or grant permission to, their daughters, should write *directly to the Principal, Mrs. H. M. Richardson.*

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at a moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permission will not suffice.

The Faculty insists upon the right to relinquish the charge of an pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first-class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young women who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the students. They will be kindly but firmly enforced.

Two character references are required of all students applying for admission.

Rules for Day Students

Day students will sit in Study Hall when not in recitation.

They must go home when class work is finished.

They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Principal, Mrs. Richardson.

Hardin Conservatory of Music

Chartered by the State, with Power to Confer Degrees and Grant
Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory holds its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performance of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won

great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later a student under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of the Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne (England), one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico Mo., continuously in Hardin College with the exception of four years.

MISS JANE LAWRENCE

Full Conservatory Professor

After finishing the Junior Course at the University of the Pacific Conservatory, Miss Lawrence studied at the State Academy of Idaho, and taught privately for a year or two. She was a student at McMinnville Conservatory of Music, McMinnville, Oregon, until she graduated, in 1908; then a teacher in the same school for one year. She has had large private classes in San José, Cal., and Pocatello, Idaho, for some years. Later she studied under Allen Spencer, then with Miss Robyn at the American Conservatory, Chicago, in 1910-11.

MISS RUTH COVINGTON

Miss Covington studied under Prof. Guerne for five consecutive years, graduating in 1909 at the head of her class. Throughout her

course Miss Covington proved herself a bright, earnest and most conscientious student. After two years of private teaching she returned in 1910-1911 to take a post-graduate course under Prof. Guerne. Her recital at the close of the school year proved her possessed of a brilliant and exceptionally clear technique, as well as of a good musical understanding. Since then she has taken further work with Prof. Guerne. Her teaching in Hardin College has proved her ability as a teacher of piano.

MRS. MAY BEESLEY ADAM

Head of Voice Department

Mrs. Adam graduated at the Illinois Conservatory of Music, after which she went to Europe, remaining there in uninterrupted study for three years. Mrs. Adam made successful appearances in concert, recital, and oratorio at Dresden, Germany. She has also sung successfully in concert and oratorio in New York, Pittsburg, Minneapolis, St. Paul, Canton, Ohio, and other cities. She was for five years solo soprano of the famous quartette of the old Third Presbyterian Church, Pittsburg, resigning that position to go abroad for a fourth year of study and coaching. She has taught successfully at the various schools mentioned under her name in the Faculty pages of the catalogue. Her work since coming to Hardin in 1907 has been an unqualified success.

Mrs. Adam knows the field of Vocal Music. She has sound principles of pedagogy. Students are taught for growth and development. Education in Voice is a growth, just the same as in any other line of intellectual effort. This is Mrs. Adam's policy. As an evidence of Mrs. Adam's ability the Department of Voice has increased very greatly in numbers since she took charge of it.

MISS EVA HOLMAN

Assistant in Voice

Miss Holman is a pupil of Mrs. Adam, having graduated under Mrs. Adam's direction of the Voice Department at the Frances Shimer Academy of the University of Chicago. Miss Holman has a beautiful voice, and has proven a most thorough and competent teacher. She has had charge of the Voice Department at Mount Morris College, Mount Morris, Ill., and other schools of high rank. She has had a very unusual course in Sight Singing and Ear Training. This embraces also the regular public work. She finished the full course in this work, as required for graduation in Voice, at the Frances Shimer Academy, and in addition has had post-graduate work under the Silver-Burdetts at Chicago. Her work in the regular Voice Department, as well as in Sight Singing, has been unusually successful.

Course of Study

Pianoforte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano-playing being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte-Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte-playing, Matthay advises us to "beware of method-mania, that bane of so many educational systems; that pandering to automaticity, laziness, and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and hence failing to perceive that the really great artist does *not exhibit any one method of tone-production*, but that he, on the contrary, *employs all kinds of tone-production, kaleidoscopic in the constant though subtle variety of their contrasts.*" "Rigid methods are all very well for the rough-and-ready education required in the drill-room of a barracks, but they *should have no place in any educational system that purposes to impart anything in connection with Art.*"

"The only good system is that which adapts the course of teaching to the individual needs of each and every particular student. All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode, and others..

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rhythme des doigts;" Oscar Beringer's "Daily Practice") throughout the course. Matthay's Relaxation Studies; Czerny-Germer, Selected Studies, Volume I.; Kohler, Studies, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer. Selected Studies from Op. 299 (School of Velocity), Op. 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bülow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaikowsky, Moszkowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum;" Moscheles, Op. 70; Kullak, School of Octaves; McDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xavier and Philip Scharwenka, Saint-Saëns, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Harmony, two years; History of Music, one year.

Post-Graduate Course.—Tausig, Daily Studies; Philipp's School of Octave Playing; Etudes by Chopin, Rubenstein, Liszt, MacDowell, Moszkowski, etc.; Bach, Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubenstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on good rather than long practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

1. An absolutely clear comprehension of the principal points to be studied in the music at hand.
2. A clear perception of where the difficulties lie, and
3. A clear understanding of the way in which to overcome those difficulties.

DIPLOMAS IN PIANO

Candidates for graduation in Piano must have covered the technique of the course as stated above, must have completed the equivalent of a four-year accredited high school course, in which Harmony and History of Music are given due credit, and give a recital, the program of which must be of the Senior course standard. In all but very exceptional cases students already advanced when entering Hardin will be required to spend from two to three full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano with the degree Bachelor of Music. (See page 16.)

Students who complete the Post-Graduate year will be given the degree Master of Music (M.M.).

Voice

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual), Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi, Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. 1, Part II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi Etudes, Op. 14, 18; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year), German or French (one year); the third year in College Preparatory English; and one year in Sight-singing and Ear-training.

Voice, Sight Singing and Ear Training

MISS EVA HOLMAN

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four-part exercises and songs. Advanced work in Ear-training.

DIPLOMA IN VOICE

Candidates for graduation in Voice must have completed the technique of the course above, the work in Sight Singing and Ear-training the equivalent of a four-year accredited high school course, in which on year of Harmony, one year of History of Music and one year in either French or German will be duly credited, the second year's work in Piano and acquire themselves creditably in public recitals. The completion of this course, a three years' course (two of which must be in this Cor

servatory except in cases of extended previous training and of unusual ability), entitles the student to a diploma in Voice, degree Bachelor of Music. (See page 16.)

Public School Music

MISS EVA HOLMAN

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many instances, are not fitted for concert or church work.

Text: The Primer and Books I., II. and Alternate III. of the Modern Music Series, and Books I., II. and III. of the Manuscript Series of Local Music.

Students completing the course in Public School Music, together with Junior Harmony, the standard High School course or its equivalent and Ear-Training, will be awarded a Certificate of Proficiency in Public School Music. For high school credit, see page 16.

Post-Graduate Class.—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third year (Junior work) in Piano.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be required is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and

following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; Six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern school of Organ playing, represented by Guilman, Widor, Saint-Saëns, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost \$3,500.

Violin

MISS SUSAN A. WEBB

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I, of Grün, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.

Grade II.—De Beriot, Vol. I. (Positions.) Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Speciales. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Kreutzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Selections from Bach Sonatas. Schradieck, Chord Studies.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

DIPLOMAS IN VIOLIN

Candidates for graduation in Violin must complete a standard High School course or its equivalent in which two years of Harmony and one year of Musical History will be given proper credit (see page 16), the five grades of the Violin course and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS JANE LAWRENCE AND MISS SUSAN A. WEBB

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concorde and discorde). Harmonizing of short musical sentences

chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year.—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.).

Second Semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course.—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms. Text, Goetschius' Applied Counterpoint.

Two years required for graduation in Piano and Violin; one in Voice. For high school credit, see page 16.

Musical History

MISS EVA HOLMAN

Text-book: Baltzell, together with Hamilton's "Outline of History." One year required for graduation in Piano, Voice, Violin. (See page 16.)

The Artist Course

One of the important educational advantages at Hardin is the Artist Course. During the year of 1913-1914 four entertainments were offered by artists of wide reputation. The artists and dates of entertainments were as follows:

November 3—MAUD POWELL, Violinist.

December 1—MARY HIGHSMITH, Soprano.

January 16—HENRY LAWRENCE SOUTHWICK, Reader.

March 5—GIUSEPPE FABBRINI, Italian Pianist.

Hardin College is offering its patrons another course of artists during the school year of 1914-1915.

The Artist Course will be under the management of Pres. J. W. Million and the Music Faculty.

Frequent Concerts and Recitals are also given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in Music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such concerts.

The charge for the Artists Course (\$4.00) is required of all students.

Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.
2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.
3. The College is not a private institution handicapped by debt.
4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Expenses for the Scholastic Year

For shorter time, see paragraph, page 61, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study.....	\$20.00
Two Literary Studies.....	40.00
Three Literary Studies.....	60.00
Four Literary Studies.....	80.00

BOARDING PUPILS

Board, heat, light, laundry, as stated below, well furnished room, and full Collegiate (Literary) Course, per Scholastic Year, with or without Physical Culture.....\$315.00
There are no library or laboratory fees.

(This charge [\$315.00] does not include any Music, Art, Expression, Domestic Science or Business Course.)

For the minimum sum of \$325.00 a student can take 16 semester hours (each semester for one year) of Literary work and Home Economics (Cooking and Sewing), 12 of which hours must be Literary, 4 Home Economics. Summing up the two semesters there would be 24 hours of Literary work and 8 of Home Economics during the year. This charge of \$325.00 does not include the cost of materials used in either Cooking or Sewing.

Fifteen to twenty plain pieces per week allowed for washing. Collars, dresses, shirtwaists and fancy skirts are not included in the College laundry.

Boarding pupils not taking the regular Literary Course but mixed or combination courses will be charged \$225 the school year for board, room, heat, light and plain laundry. In case literary branches are added the charges will be the same as for day pupils. See charges above, p. 58.

Literary Studies cannot be exchanged for additional piano practice or for other items.

The charges for Music, Art, Expression, Home Economics, Round Table, and Business Courses are as follows:

Piano, Professor Arnold E. Guerne, Director (for advanced students), one-half year, \$60.00; whole year.....	\$120.00
Piano, Professor ———, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Lawrence, one-half year, \$45.00; whole year.....	80.00
Piano, Miss Covington, one-half year, \$45.00; whole year.....	80.00
Piano, Mrs. Peeler.....	80.00
Practice on Piano, one hour per day, per year.....	10.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Voice, individual, Mrs. Adam, half-year, \$50.00; year.....	\$ 90.00
Voice, individual, Miss Holman, half-year, \$40.00; year.....	80.00
Vocal Music, sight-reading in class.....	10.00
Public School Music Course.....	20.00
Harmony, in class.....	20.00
History of Music.....	20.00
Pipe Organ, one-half year, \$60.00; whole year.....	100.00
Practice on Organ, two hours per week, per year.....	20.00
Violin, one-half year, \$45.00; whole year.....	80.00

Painting and Drawing, or either:

Two hours daily in studio (Regular Course), one-half year, \$45.00; whole year.....	80.00
Three hours daily in studio, one-half year, \$55.00; year.....	100.00
Design Class, 6 hours a week.....	50.00
Individual lessons, one-half hour, each.....	1.00

Expression, in class, two half-hour lessons per week.....	30.00
Expression, individual lessons, two half-hour lessons per week, half year, \$45.00; year.	80.00
Gymnasium, class instruction, two half-hour lessons per week, half-year, \$10.00; year.	15.00
Typewriting (one semester), \$15.00; whole year.....	30.00
Stenography, half hour lessons daily (one semester), \$25.00; whole year.....	50.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, English), one semester, \$60.00; one year.....	100.00
Bookkeeping, one year.....	30.00
Cooking, one-half year, \$15.00; whole year.....	30.00
No materials furnished free by the School.	
Sewing, one-half year, \$12.50; whole year.....	20.00
Round Table Course, one year.....	10.00
Diploma.	10.00

Unless otherwise stated, students enter for the entire school year. One-half of the annual contract price is due and payable September 17, 1914, on entrance, and one-half January 14, 1915. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to John W. Million, President. Bank references are required.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, light and plain laundry.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS

Young ladies who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition (\$80.00), provided the course selected, including board, room, etc., amounts at Catalogue rates to \$320.00 or more, not including the literary tuition. The student gets a \$400.00 course for \$320.00. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, plain laundry, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is, when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

For information address

JOHN W. MILLION, A.M., LL.D.,
President,
Mexico, Missouri.

WEEK DAY PROGRAM

Rising bell	6:30
Second bell	7:00
Breakfast	7:30
Convocation exercises, Tuesday, Thursday and Saturday...	8:30
Classes, 60-minute periods.....	9:00— 1:00
Lunch	1:00— 1:30
Classes	1:30— 3:30
Recreation and Shopping.....	3:30— 5:45
Dinner	6:00
Study hours	7:30— 9:30
Hot Chocolate	9:30—10:00
Lights out	10:00

SUNDAY PROGRAM

Sunday-School at the College.....	8:45— 9:30
(Classes by denominations)	
Roll call for church.....	10:20
Dinner	12:30
Quiet hour	2:00
Lunch	5:30
Parlor meeting	7:00

Articles of Association of Hardin College

ARTICLE I

The undersigned, their associate and successors, hereby agree to organize themselves into an association to be incorporated under the name of Hardin College for the purpose of establishing and continuing an institution of learning for the education of females, at the City of Mexico, in the County of Audrain, in the State of Missouri.

This association shall, by its corporate name, have succession for one thousand years. A majority of the members of the Board of Directors shall be in full fellowship with some Missionary Baptist Church of the State of Missouri.

ARTICLE II

The affairs of said institution shall be managed by a Board of thirteen Directors. The Board shall without delay fill any vacancy that may occur in its body.

J. D. Murphy, William Harper, S. A. Craddock, E. J. Gibbs, Thomas Smith, Joel Guthrie, Thomas B. Hitt, James Carroll, John M. Gordon, William Woodward, Lewis Hord, James Callaway and Charles H. Hardin shall compose, for the time being, the Board of Directors.

ARTICLE III

The first meeting of the Board of Directors shall be on the first Tuesday after an order shall be made by the Circuit Court in and for said County of Audrain, incorporating this association, and thereafter the meetings of the Board shall be held as provided by the By-Laws. A majority of the members of the Board shall constitute a quorum for the transaction of business. At the first meeting the Board shall elect a president and secretary, and from time to

time such other officers and agents as the Board may deem necessary.

ARTICLE IV

The Board of Directors may make any amendment to these Articles of Association by a two-thirds vote at the first regular meeting after thirty days' notice shall be spread on the Journal of the Board of the proposed amendment, except that the first article hereof shall, so long as this corporation may exist, remain unchanged and inviolable.

A Journal of the proceedings of the Board shall be kept. And By-Laws and rules may be adopted by the Board for the government of its body as well as of the institution.

ARTICLE V

This Association shall have power to acquire by purchase, devise or gift, buildings and the sites thereof for college purposes, endowment funds, lands to be converted to endowment uses, and lands in payment for debts and other liabilities, and money, things in action and other personal property, of the value of one million dollars.

In testimony whereof we have hereunto set our hands, this 6th day of June, 1873, at the City of Mexico, in the County of Audrain, Missouri.

CHARLES H. HARDIN,
WILLIAM HARPER,
EDMOND JULIUS GIBBS,
JOEL GUTHRIE,
WILLIAM HOUSTON WOODWARD,
THOMAS SMITH,
LEWIS HORD,
JOHN M. GORDON,
JAMES CARROLL,
THOMAS B. HITT,
SAMUEL A. CRADDOCK,
JAMES CALLAWAY,
J. D. MURPHY.

\$100,000 Needed for Buildings

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be, in addition to the gymnasium now under construction, a heating plant, a dining-room, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment

Fund. Steps are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST.

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum ofdollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."



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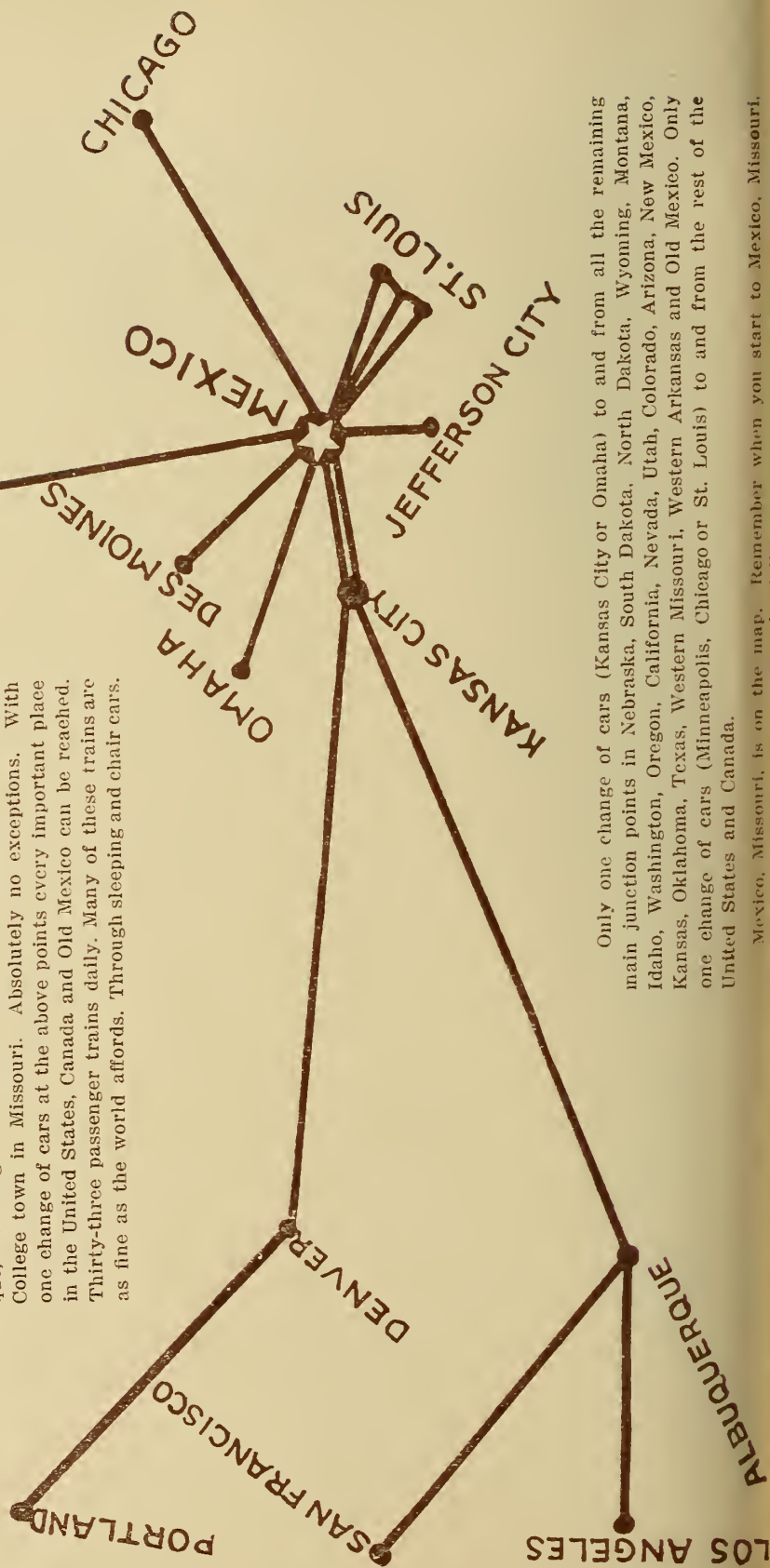
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Hardin College and Conservatory of Music

A Junior College
Officially Standardized by the University
of Missouri



Register of Students, 1914-'15
Programme, 1915-'16



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Calendar

Enrollment, Day Students, Wednesday, September 15, 1915.

Enrollment, Boarding Students, begins Thursday, September 16, 1915.

Registration and Classification of Students, Wednesday, Thursday and Friday, September 15, 16, 17. Regular Recitations Friday and Saturday, September 17, 18.

Reception to New Students by the Faculty and Y. W. C. A. Saturday, September 18, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Thursday, January 13, 1916.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnae Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 21st.

Commencement Day, Awarding of all Diplomas, Tuesday, May 30th.

Faculty

JOHN W. MILLION, *President,* *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1888-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Author of "State Aid to Railways in Missouri" and "Character and Status of Missouri Schools for Girls;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table, Dean of Literary Department*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical School, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MRS. H. M. RICHARDSON, *Principal*

Many years' experience in girls' schools before coming to Hardin College; toured Europe 1906; special work, University of California, summer of 1908; Hardin College since 1902.

GUY C. MOTLEY, *History*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS MARY BLANCHE HILDEBRAND, *English*

A.B., Missouri State University, 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; special work in English, University of Missouri, summer of 1911; University of Chicago, summer of 1915; Teacher in Hardin College, since 1910.

MISS HELEN H. FIELDEN, *Religious Pedagogy*

A.B., Middleburg College, 1905; teachers' Diploma Hartford School of Religious Pedagogy, 1907; student Newton Theological Seminary, 1907-08; Teacher in girls' boarding school, Swatow, So. China, 1910-12; General Secretary, Young Women's Association, Troy, N. Y., 1913-15.

Faculty—Continued

MISS IDA E. SCHNIREL,
French, German

A.B., Cornell University, 1910; advanced work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11; advanced work Cornell University, summer 1914; Teacher in Hardin College since 1912.

MISS CLARA PATIENCE HAGGARD, *Assistant in Greek and Latin*

A.B., Hardin College, 1911; A.B., University of Missouri, 1912; B.S., in Education, University of Missouri, 1913; Member of Classical Association of the Middle West and South; Teacher in Jackson, (Mo.) High School, 1913-14; Teacher in Mexico (Mo.) High School, 1914-15.

MISS ROSE B. WOOD, *Mathematics*

B.S., Kentucky College for Women, 1901; A.B., Columbia University, 1913. Taught Central College, Hustonville, Ky., 1901-02; Chowan College, Murfreesboro, N. C., 1906-09; Central College, Conway, Ark., 1909-11; Teacher in Hardin College, 1914-15.

MISS ELIZABETH COX, *Education and English*

Graduate, Emporia Kansas State Normal School 1909, receiving Life Certificate; A.B., Kansas State University, 1913, A.M., Kansas State University, 1914; Teacher, country school, 1904-'06; Principal of High School, Edgerton, Kansas, 1907-'08, 1909 and '10; Prin. of Graded School, Riverside, California, 1910-'11; Teacher in Hardin College, 1914-15.

MISS ELOISE JAUDON HARRIS, *Science*

A.B., Hollins College, 1912; B.S., Richmond College, 1914; instructor in Science and Mathematics, Oxford College, 1914-15.

MISS LENA M. DICKINSON,
Expression

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10; Teacher in Hardin College since 1911.

MRS. BELLE KING FITZGERALD, *Director of Art Department*

Art Diploma from Cincinnati Art Academy; pupil of F. B. Aulich, Gertrude Estabrooks, Genie M. Stewart, Mrs. A. A. Frezee, Mrs. K. C. Cherry and Anne M. Green; pupil of J. Allen Shuffrey, Oxford, England, summers of 1908-10; pupil of Louis Schunzel, 1908-10 and 1912; Director of Art Department Columbia Institute, Columbia, Tenn., one year; Conductor of Art Department in School of Music and Art, Pine Bluff, Ark., two years; Director of Art Department Maddox Seminary, Little Rock, Ark., five years; private studio Little Rock, Ark., four years; Director of Art Department, Crescent College, Eureka Springs, Ark., 1908-13; Teacher in Hardin College, since 1913.

Faculty—Continued

MISS RUTH B. RULE, *Physical Director*

A.B., University of Kansas, 1914, with 31 hours in the Physical Science, Biological Science and professional courses; assistant in the University of Kansas Gymnasium, 1912-14; Chautauqua School of Physical Training, Chautauqua, N. Y., summer 1914; teacher in Hardin College, 1914-15.

MISS CLARA ELIZABETH VOGT, *Home Economics*

Graduate High School, Montgomery, Mo., 1906; special student, University

of Missouri, 1910-12; student, University of Wisconsin, summer 1914; teacher in Hardin College since 1913.

MRS. C. A. BUCKNER, *Commercial Department*

Graduate High School, St. Louis, Mo.; Graduate Barnes' Commercial School, St. Louis; engaged in practical office work five years; teacher Hardin College, Commercial Department, 1896-97; teacher Physical Culture and Commercial Department, 1900-01; teacher, Commercial Department, Hardin College, 1914-15.



German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director
of Instrumental Department,
Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in the same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in St. Leonard's School (Banff), and in Aberdeen, Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College since 1910.

MISS RUTH COVINGTON, *Pi-
ano*

Graduate Mexico High School, 1908; Student under Prof. Guerne, Hardin College, 1904-09, graduating 1909; Private Teaching, 1908-10; Post-Graduate work under Prof. Guerne, 1910-11; Teacher in Hardin College since 1912.

MISS MAUDE ERMINE SWEE-
NEY, *Piano, Harmony*

Student in Potter College, Piano and Harmony; Graduate in Piano, South-

ern Normal School, Bowling Green, Ky.; Teacher's Certificate, Nashville Conservatory of Music; pupil of Emil Liebling, Chicago; pupil of Dr. J. J. B. Wooten, Rafael Joseffy, New York, Josef Lhevinne, Berlin, Germany; teacher of Piano, Ouachita Conservatory, Arkadelphia, Ark., 1907-09; Teacher Bessie Tift College, Forsythe, Ga., 1910-11; head of Piano Department, McMinville College, McMinville, Ore., 1911-13; teacher in Hardin College, 1914-15.

MISS HELEN SHOTWELL,
Piano

Graduate Richmond, Mo., High School, 1912; literary and music course, Hardin College, 1912-14, graduating under Prof. Guerne in Piano, 1914; student in American Conservatory of Music, Chicago, 1914-15.

MRS. LILLIAN LOGAN KEAN,
Voice

Pupil at Mary Baldwin Seminary, 1888-89; medal for excellence; College of Music, Cincinnati, 1890-91; *ibid*, 1895-96; pupil of Albino Gorno, and private class, 1896-97; studio Francis Fischer Powers, New York, 1898-99; pupil

Faculty—Continued

of Delle-Sedie, Paris, France, 1900-01; Teacher Peace Institute, 1902-04; Baylor College, 1905-07; one year coaching in New York; Randolph-Macon Institute, 1909-10; one year in New York; Liberty College, 1912; private Voice School after burning of college, 1913-15.

MISS JESSIE FRANCES GUP- TON, *Voice, Public School Music*

Graduate High School, Montgomery, Mo., 1907; graduate in Voice, Hardin College, 1909; post-graduate work, Hardin College, 1910-11; special work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago, summer 1910; private teaching in Montgomery, Mo., 1908-10; special work under Mr. Oscar Saenger (Opera Coach), New York, summer 1913; special work in tone production under Crudup Vesey, New York, summer 1913; teacher in Hardin College, since 1910.

MISS SUSAN A. WEBB, *Violin, Harmony*

Studied at Mount Allison Conservatory of Music, Sackville, N. B., Canada;

Violin under A. F. Ayer, 1892-93, under C. L. Chisholm, 1893-98; at Chicago Musical College, February, 1902, to July, 1904; Violin under Jacobson, Diestel, Spiering; Harmony with Campbell-Tipton; History and Composition with Borowski; Ensemble Playing under Steindel and H. Diestel; Teacher's Certificate, 1903; Graduating Diploma, 1904; Taught Private Class in Truro, Nova Scotia, winter of 1901-02; Private Pupils in Maywood, Ill., 1903-04; Taught Violin, Piano, Theory, Harmony, History, at Birmingham Seminary, Birmingham, Ala., 1904-06; summer class, as Student-Teacher, in Musical History at Cincinnati Conservatory, 1905; played Viola in the Woman's Orchestra, Los Angeles, winter 1906-07; Taught at St. Mary's College, Dallas, Texas, 1907-08, subjects: Violin, Harmony, Sight-Playing (Piano); Taught at Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va., 1908-11, Violin and Harp; Teacher in Hardin College since 1911.

MISS MAUDE BARBEE, *Prac- tice Superintendent*

Graduate in Piano, Hardin College, 1913; Practice Superintendent and post-graduate piano work, Hardin College, 1914-15.

Officers

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary since 1911.

MRS. TINA B. DOBYNS, *Man- ager of Boarding Department*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia Univer-

sity, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

MRS. M. L. EATON, *Governess* Governess in Hardin College, 1900-07, 1909-15.

MISS MARY HUMPHREY, *Night Matron*

MISS GERTRUDE SUESS, *Li- brarian*

A.B., Hardin College, 1913; Normal work, Hardin College, 1914-15.

Hardin College and Conservatory for Young Women

FOUNDED AND ENDOWED BY
GOV. CHARLES H. HARDIN, A.M., LL.D.

LOCATION Mexico, Missouri. Mexico is situated on three lines of railway, the Chicago & Alton, the Alton-Burlington and the Wabash, 110 miles from St. Louis, 166 miles from Kansas City. Mexico is located on the "Divide," a water-shed from which the streams flow south into the Missouri River and east and northeast into the Mississippi River. Because of this location there is no standing water and no swamp land within fifty miles of Mexico in any direction. The college is located in an elevated portion of the city and is thus afforded a beautiful view of the surrounding country.

ORIGIN June 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1915:

Grounds, ten acres, worth	\$ 40,000.00
Four Buildings, worth	100,000.00
Endowment	89,000.00
Library, Apparatus, Furniture, worth	20,000.00
Two large residences used in operating the college, worth, including grounds and furnishings	15,000.00
	<hr/>
	\$264,000.00

ENDOWMENT By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal until the endowment amounts to *One-Half Million Dollars* (\$500,000).

The remaining three-fifths, sixty per cent of the income from the endow-

ment fund, are used in making additions, for up-keep, for insurance and other current expenses. Thus the permanency of the institution is assured. The unendowed school in the Twentieth century 's engaged in a losing conflict.

GROWTH OF ENDOWMENT Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 (\$36,028) as follows:

1885	\$37,265	1903	67,000
1890	45,331	1904	69,000
1895	53,555	1905	71,000
1896	55,128	1909	77,655
1897	57,000	1911	83,000
1898	58,700	1912	84,677
1899	60,600	1913	86,000
1900	62,250	1914	86,750
1901	64,300	1915 (Approximate)	89,000

LIBRARY Many additions are being made annually to the Library. The Library is adequate for Junior College work. Among recent books added is a list approved by the State Superintendent for the normal department, or teacher training department.

BUILDINGS On the campus proper there are four buildings—the main dormitory building, three stories and basement; science building, two stories; original building, two stories, now used for music studios and teachers' homes; and the new gymnasium.

Across Jefferson street are two large dwellings, two stories each. One is the President's home, Annex No. 1, and the other, Annex No. 2, is for teachers and officers.

SECURITY FROM FIRE Hardin has adopted and will continue the policy of separate buildings as far as possible. This policy reduces possible damages by fire to the minimum. The work of the college is now carried on in six separate buildings. The distance separating buildings now range from 60 to 120 feet. The gymnasium is of fire proof construction. In the six buildings there is a total of 75,000 square feet of floor space. The main dormitory building is exceedingly well protected:

(1) Six stairways lead from the upper to the lower stories; (2) four solid brick walls range east and west through the building and eight brick walls run north and south; (3) five iron ladders on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) a night-watch on duty all night; (7) a fire alarm system, including drills; (8)

two substantial fire-escapes (iron stairways); (9) four chemical engines (on wheels), fifteen gallons capacity each, with fifty feet of fire hose attached, one for the basement and one for each floor; several hand fire extinguishers, five gallons capacity.

THE COLLEGE FAMILY Consists of the faculty, officers and resident students. Parents may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily cooperate with the administration. Only young women who have been trained at home to *obedience* and *truthfulness* are wanted as members of this family. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

Not the least among the advantages of a college for young women is the opportunity for *social culture* and the acquirement of that grace of manner which can result only from refined and intelligent association. To further promote social culture, there will be occasional

RECEPTIONS IN THE COLLEGE FAMILY, to which will be invited such friends as may be approved by the Faculty. On these occasions, in the school-room, at the table, on the campus, or elsewhere, young women are expected to maintain toward each other, as well as towards teachers, that graceful bearing, gentle modesty and kind consideration which are the invariable accompaniments of good breeding. At receptions the dress should be simple.

Every member of the family is expected to contribute to its social life. *Mutual confidence and the observance of the rules of good society everywhere are regarded as necessary to this end.* There is an abridgment of no privileges which, in the judgment of the Faculty, do not militate against the best interests of the students.



Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.

2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.

3. The College is not a private institution handicapped by debt.

4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Endowed schools give more for a dollar than the unendowed.

General Divisions and Terminology

I. Literary Department.

- A. 1. Academy, four years, equivalent to four years of standard high school accredited by the University of Missouri.
- 2. College, two years, equivalent to freshman and sophomore of standard college course; or
- B. 1. Preparatory, two years, equivalent to first two years standard high school.

- 2. Junior College, four years, equivalent to last two years of standard high school and first two years of standard college work.

- C. Courses: Latin, Modern Language, Greek (Classical), Normal (State certificate), Religious Pedagogy.

II. Fine Arts.

- 1. Conservatory of Music: Piano,

Voice, Violin, Pipe Organ, Theory (Harmony, etc.), History of Music, Sight Singing, Public School Music.

2. Expression.
3. Art: Drawing, Pen and Ink, Charcoal, Design, Painting (water colors, oil), Ceramic Art, Clay Modeling, Tapestry, etc.
4. Home Economics (Cooking and Sewing).
5. Round Table: Etiquette, Hygiene, Eugenics; Law, especially with reference to women; What a Young Girl Should Know.

III. Business Department.

1. Bookkeeping and Accounts, Commercial Law, Business Forms.
2. Stenography.
3. Typewriting.
4. Business Correspondence, Office Work, etc.
5. Court Reporting.

IV. Terminology.

1. "Literary" includes only the subjects included in I. (Literary Department) above. It does not include anything under II. (Fine Arts) or III. (Business Department). The only exception is that 8 hours, 4 each semester, of Home Economics may be included with 24 hours (12 each semester) of Literary work to make up a year of 32 hours, and charged for at a given minimum rate.
2. "Unit" means in our Preparatory Department (first two years of standard high school) a subject pursued four 60-minute periods for one year. Four units constitute a year's work. If estimated in semester "hours," 1 unit equals 8 "hours."
3. "Hour" means in the Junior College one 60-minute recitation period carried one-half year. Fifteen recitation periods 60 minutes each

carried one-half year equal 15 "hours;" one whole year, 30 "hours;" four years, 120 "hours."

This is the University of Missouri count. The two highest years of the Junior College are therefore equal to the 60 hours of the freshman and sophomore years of the State University.

4. Hardin's custom has been to operate a 60-minute schedule in both the high school and college divisions of work. This means that our high school units are made up of four 60-minute periods instead of five 45-minute periods running through one year. The 60-minute period in Literary classes works in harmony with the 30-minute periods given to individual lessons in Music, Expression, etc.

V. Requirements for Admission.

1. To Preparatory Department, eighth grade work completed.
2. To Junior College, two years of standard high school work completed.
3. To the junior year of Hardin College the requirements are the same as for entrance to the College of Arts and Science in the State University. The University requirement reads as follows:

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the following list, in which is indicated the maximum and minimum number of units accepted in each subject.

Subjects	Maxi- mum	Mini- mum
English	4	3
Algebra (elementary)	1½	1
Plane Geometry	1	1
Solid Geometry	½	½

Plane Trigonometry	½	½
¹ Arithmetic (advanced)	½	½
¹ Algebra (advanced)	½	½
History	4	1
American Government	½	½
Latin	4	2
Greek	3	2
German	3	2
French	3	2
Spanish	3	2
Physics	2	1
Chemistry	2	1
General Biology	1	1
Zoology	2	1
Botany	2	1
² Physiology	1	1
Physical Geography	1	1
Agriculture	2	1
Music	1	1
Drawing	2	1
³ Manual Training	2	1
³ Domestic Science and Art..	2	1
³ Economics	½	½
³ Commercial Geography....	½	½
³ Bookkeeping	1	½
Teacher Training	2	2

4. To Fine Arts courses. These are the same as V. 1, p. 13.

VI. Requirements for Graduation. Degrees.

1. In Literary courses. A student must complete 120 "hours" covering the four years of Junior College work.

A student who enters from a four-year accredited high school will have already completed the first 60 "hours" work. During the next two years, Junior and Senior, a student who expects to enter a university on graduating from Hardin will be obliged to complete:

¹In cases where the advanced Arithmetic or Algebra is preceded by the elementary courses in Algebra and Plane Geometry.

²In cases where the study of Physiology has been preceded by a year's study of General Biology, Botany or Zoology.

³The maximum amount of commercial and industrial subjects accepted is four units.

- (1) 6 "hours" of English.
- (2) 5 "hours" of Mathematics, or Logic and Psychology.
- (3) 5 "hours" of Modern Languages.
- (4) 5 "hours" of Ancient Languages and Literature.
- (5) 5 "hours" of Physical Science (Physics, Chemistry).
- (6) 5 "hours" of Biological Science (Botany, Zoology), and
- (7) 29 "hours" of electives,

making a total of 60 "hours." The 31 "hours" of required work is often modified. If a student present four units for entrance in History or Ancient Languages, or three units in Modern Languages or Mathematics, or two units in Physical Science or Biological Science, she will be excused from the required work already covered. This exemption will not reduce the total number of 60 "hours." It simply enlarges the field of electives.

A student who does not expect to enter a university upon graduating from Hardin may substitute for part or all of the 10 hours in Science an equal number of hours in other subjects of the same grade.

A student who has completed any course in any four-year standard high school accredited by the University of Missouri, or in any high school of equal rank in any state other than Missouri, will be able to cover the upper 60 "hours" of our Junior College course in two years.

Degree. The completion of the Junior College course, six years at Hardin; or four years in standard high school work or its equivalent and two years in Hardin; entitles the student to the degree of A.A. (Associate in Art). This degree is approved by the State University of Missouri and the University of Chicago.

2. In the Fine Arts and Business Courses.

Candidates for graduation in Music (Piano, Voice, Pipe Organ, Violin), Art (full course), Expression, Home Economics, or Physical Culture must have completed the work of a standard four-year accredited high school or its equivalent.

High School Credits, standard and equivalent, for Candidates for Graduation in Piano, Pipe Organ, Voice, Violin, Expression, Art:

Harmony, 1 unit, for 2 hours a week, 4 semesters.

Drawing, 2 units, for 2 hours a day, 4 days a week, 4 semesters.

Home Economics, 2 units, for 8 hours a week, 4 semesters.

Bookkeeping, 1 unit, for 4 hours a week, 2 semesters.

(See University of Missouri Bulletin. Announcements 1914-1915, pages 49-52.)

Orchestra, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters; or

Chorus Work, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters.

(See University of Missouri Bulletin. Announcements 1914-1915, page 104.)

History of Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Public School Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Class Expression, or Reading, $\frac{1}{4}$ unit, for 2 hours a week, 1 semester.

Round Table, $\frac{1}{4}$ unit, for 1 hour a week, 2 semesters.

Physical Culture, regular Gymnasium work, $\frac{1}{4}$ unit, for 2 hours a week, 2 semesters; or $\frac{1}{2}$ unit, for 4 hours a week, 2 semesters.

Shorthand and Typewriting, $1\frac{1}{2}$ units, for 6 hours a week, 2 semesters. (Shorthand 5 hours; Typewriting 1 hour.)

Teacher Training, 2 units, or 12 hours college credit, for 3 hours a week, 4 semesters.

VII. Certificates and Diplomas.

A high school diploma will be granted to students who finish four years of high school work.

Certificates of Graduation or Diplomas will be granted to students who complete the work in Music, Art, Expression, Home Economics, Physical Culture, Religious Pedagogy, or the full course in Business.

A State Certificate will be granted to the holder of a Certificate of Graduation in Music, Art, Expression, Home Economics, or Physical Culture, authorizing her to teach in the schools of Missouri for a period of five years, after passing a satisfactory examination given by the State Department.

A State Certificate, three-year non-renewable, will be granted without examination by the State to students who finish the degree of A.A., provided 12 hours have been taken in the Department of Education, or Normal Department.

A Certificate showing the amount of work done will be granted when asked for to any student who has completed one year successfully at Hardin, even though the work done has not been directed toward graduation.

VIII. Health, Physical Exercise, Recreation.

For a detailed statement as to the work in the Physical Culture Department see page 36. The new gymnasium will make it possible to give systematic physical culture to every student in the school. Systematic exercises will be taught so that the students may profit by such exercises daily with or without a gymnasium.

Regular games and team work will be required of only those who are physically capable. The physical condition of each girl must be known to the director before practice games or final games. Indiscriminate exercise necessitating great strain is nothing less than criminal in the case of girls.

No girl will be allowed to practice or play Basket Ball and like games who is not at the given time in proper condition.

Aside from the physical director, the Governess of the institution gives her entire time to the health of the girls. The Mexico City Hospital is available in case of an emergency.

IX. Division of Labor.

It has been the steady purpose of the management of Hardin College to provide a sufficient number of teachers and officers for the varied work of the institution. The teachers of the institution are twenty-four in number. In addition to the teachers there are five officers who have no teaching duty at all.

The President of the institution will not carry more than six hours of teaching work. The Principal gives her entire time to the general supervision of the institution. The Governess gives all her time to the health of the school and the sanitary condition of the dormitory building. The Housekeeper gives her entire time to the dining room and the bill of fare. For safety in case of fire, for the accommodation of students who must go or come during the night, for students who are slightly ill and may need attention and in order that teachers and other officers may not be unnecessarily disturbed, the Night Matron is on duty all night. Thus it will be seen that the work of the institution is so divided that no one is overburdened. The student body, therefore, reaps the greatest benefit.

The Junior College

The conditions upon which the University of Missouri admits a school to Junior College rank are given below in a circular sent out by the University.

The *minimum* requirements which a junior college must meet in order to be accredited are as follows:

1. The requirements for admission to the work of the college must be the equivalent of those of the College of Arts and Science in the University of Missouri.

High School subjects which are required for admission are designated in terms of "units." A unit is the equivalent of a subject pursued five forty-minute periods a week for at least thirty-six weeks, except that in the case

of physical and biological sciences, and in the case of manual arts, two of the five periods each week must be double periods.

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the (V, 3) list on p. 13.

2. If a preparatory school is maintained in connection with the college, its work must be approved by the University of Missouri.

3. The course of study in the college must be two years in length; and the college year, thirty-six weeks.

4. For graduation from the college, the student must complete satisfactorily sixty hours of work, which must be the equivalent of that required in the first two years in the College of Arts and Science in the University of Missouri. This is as follows:

(a) Six hours of English; (b) Five hours of History; (c) Five hours of Ancient Languages and Literature; (d) Five hours of Modern Languages; (e) Five hours of Mathematics, or Logic and Psychology; (f) Five hours of Physical Science (Astronomy, Chemistry, Geology and Mineralogy, Physics); (g) Five hours of Biological Science (Anatomy and Histology, Botany, Physiology, Zoology).

These requirements may be waived on the following conditions: If the student presents four units for entrance in one of the requirements (b) or (c), or three in (d) or (e), or two in (f) or (g), he will be excused from that requirement. Such exemptions do not excuse the student from the requirement of a total of sixty hours for graduation.

By an hour is meant a 60-minute period of class work, or a 120-minute period of laboratory work (exclusive of preparatory instruction and study, work upon note books that can be done outside of laboratory, etc.), each week for one semester.

5. Students shall not be permitted to carry for credit work amounting to more than 16 hours a week.

6. There must be a sufficient number of teachers to conduct the work without crowding the classes, or without assigning to individual teachers an excessive amount or variety of work.

7. All college teachers should have had training equivalent to four years' work in a standard college, and it is desirable that they should have completed one year's graduate work.

8. There must be a laboratory for physical science and a laboratory for

biological science, each adequately equipped and sufficiently large to permit easily of individual work upon the part of the students.

9. There must be an adequate library equipment.

10. The college must give satisfactory instruction in the work specified in the 4th requirement, and, in addition, must give satisfactory instruction in other courses which the student may take in completing the conditions for graduation.

The University reserves the right to cease to accredit, at any time, a junior college that employs inefficient teachers, or that otherwise fails to maintain the required standard.

An historical statement showing that Hardin College has had practically Junior College rating for fourteen years.

University of the State of Missouri

Columbia

REGISTRAR'S OFFICE

IRVIN SWITZLER

COLUMBIA, Mo., Feb. 12, 1901.
Pres. J. W. Million, Hardin College,
Mexico, Mo.:

Dear Sir: At a meeting of the Academic Faculty of this University, held February 9th, the following, among other proceedings, were had:

REPORT ON HARDIN COLLEGE.

To The Academic Faculty:

On January 23d and 24th, at the request of President John W. Million, we visited Hardin College, Mexico, and examined into the character of the work done in Mathematics, History, Economics, English, Greek and Latin. We found the work in these subjects in charge of very competent instructors and most excellently done. The following subjects are open to candidates for the A. B. degree.

(Here follows printed schedule of studies for Freshmen, Sophomore, Junior and Senior classes as printed in your last catalogue, pp. 21 and 22.)

Of the above named subjects Latin is given for a period of five years, Greek for four years, History for four years and Political Economy for one year.

We recommend that A. B. graduates of Hardin College, who present certificates showing that they have completed the above work, be given credit toward the A. B. degree in this University as follows: Latin, 12 hours; Greek, 12 hours; Mathematics, 9 hours; English, 9 hours; History, 9 hours; Political Economy, 3 hours—total, 54 hours.

In case a student completes a less amount of work in the various subjects than that given above, we recommend that the credit given in this University

be proportionately less. The credits recommended above are in excess of the requirements for admission.

Respectfully submitted,

J. C. Jones,
Isador Loeb,
(Signed) H. M. Belden,
Jas. W. Kyle,
J. N. Fellows.

On motion adopted, the Secretary was asked to send a copy of report to President Million, with the recommendation that the recitation periods (for work received as credits by this University) be increased to one hour each. Also: The credits allowed are predicated upon character of work being maintained.

Very truly,

Irvin Switzler,

Secretary Faculty.

Columbia, Mo., Feb. 12, 1901.



Grade or Rank of Literary Work Done at Hardin

Hardin has been Doing Junior College Grade of Work (Lacking One Science) for Many Years. Hardin was Officially Standardized as a Full Junior College, by the Missouri State University, March 22, 1913

HARDIN AT THE UNIVERSITY OF MISSOURI

Miss Frances Mason, Mexico, Mo., A.B., Hardin, 1905; A.B., University of Missouri, August, 1907.

Miss Elizabeth Patterson, Mexico, Mo., A.B. Hardin, 1906; A.B. University of Missouri, June, 1908.

Miss Louise Blackmar, Columbia, Mo., A.B. Hardin, 1906; A.B. University of Missouri, August, 1908.

Miss Anna May Moore, Paris, Mo., A.B. Hardin, 1907; A.B. University of Missouri, June, 1909.

Miss Clara Haggard, Mexico, Mo., A.B., Hardin, 1911; enrolled University of Missouri, September 19, 1911, completed requirement for A.B. summer 1912, degree awarded June, 1913; B. S. in Education 1913; also in Graduate School.

Miss Lena Johnson, Mexico, Mo. (one year in Hardin following High School); entered the University September 22, 1909, graduated A.B. June 13, 1912.

Miss Frances Graham, Mineola, Mo., A.B. Hardin, 1913; entered the University of Missouri in September, 1913, getting 60 hours credit.

The following graduates of Hardin College entered the University of Missouri at the beginning of the junior year September, 1914:

Miss Lucy Denham, Centralia, Mo., A.A., 1913.

Miss Adaline Miles, Shelbyville, Mo., A.A., 1914.

Miss Margaret Million, Mexico, Mo., A.A., 1914.

Miss Martha Shotwell, Richmond, Mo., A.A., 1914.

Miss Mildred Johnson, Mexico, Mo., graduated from Hardin College, A.A., 1913, spent one year in Goucher College, Baltimore, and entered the University of Missouri September, 1914, at the beginning of the senior year.

HARDIN AT THE UNIVERSITY OF CHICAGO

Miss Mabel Proctor, Monroe City, Mo., A.B. Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, received 27 majors credit "advanced standing," took 9 majors work in the University and graduated A.B., June, 1908. In residence only four quarters.

Based on report of A. K. Parker,
Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (St. Louis)

Miss Imogene Franklin, St. Louis,
Mo., A.B. Hardin, 1906; A.B. Wash-

ington University, June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean,
January 25, 1910.

EUROPEAN TOURS Mrs. B. K. Fitzgerald, head of the Art Department, has conducted a party of Americans touring Europe each summer for the past seven summers. She is therefore an experienced European traveler. She has had the advantages of the best art schools of both America and Europe. Parties traveling with Mrs. Fitzgerald will therefore not spend any time to a disadvantage. Mrs. Fitzgerald was one of the first conductors to get her party out of the war zone without loss or confusion in 1914, with all bills paid and no financial help from the outside—First cabin on the first regular liner that sailed from a southern port.

Mrs. Fitzgerald and Mrs. Dobyns will conduct a Panama-Pacific Exposition tour to San Francisco and San Diego, June 15, 1915. From there Mrs. Fitzgerald will continue with the party, sailing July 3 for Honolulu or Japan, returning September 5.

Mrs. Fitzgerald will conduct her eighth annual tour to Europe, June, 1916, if peace is declared before that time. Parents who wish to consider such trips for their daughters and who may not otherwise be satisfied as to the reliability of a chaperon, will do well to correspond with us.

THE NEWS LETTER A News Letter comprising from four to sixteen pages each issue is published quarterly by the College; is entered at the postoffice at Mexico, Mo. as second class matter and is free to all who receive it. The College will be glad to use as news items in this Letter accounts of the activities of Hardin Clubs, of social matters or movements in which Hardin girls are interested or any matter of information that will be of interest to the College and to women who have been students here. A postal card request will bring the current copy of the News Letter.



Calendar of Events, 1914-1915

- September 17—School opened.
- September 19—Y. W. C. A. reception to entire school.
- September 26—Pierian Society entertained the faculty and students.
- September 28—President and Mrs. Milion entertained the faculty.
- October 2—The faculty were entertained by the Dramatic Club.
- October 5—The ladies of the Baptist church entertained the Baptist girls.
- October 9-11—Home-coming of Hardin students.
- October 10—Reception for visiting alumnae in college parlors.
- October 12—The Christian church ladies gave a party for the girls belonging to that church.
- October 19—The Methodist girls were entertained by the ladies of the Methodist church.
- October 22—Mexico and Audrain County Pageant on the College campus.
- October 26—The girls who attend the Presbyterian church were given a pleasant afternoon by the Presbyterian ladies.
- October 29—The Episcopal church people entertained the Episcopal girls.
- October 31—Hallowe'en party.
- November 3-7—Students all enjoyed Audrain County Round-Up week.
- November 5-6.—Home Economics class attended lectures given by Miss May McDonald, Home Economics Department of the Missouri State University.
- November 7—The Delphian Society gave the faculty and their new members a pleasant evening in the College parlors.
- November 7—Twilight recital, pupils of Mrs. Adam and Miss Covington.
- November 9-16—Y. W. C. A. week of prayer.
- November 13—Myrtle Elvyn, pianist, first number of Artist Course.
- November 14.—Senior party for the faculty.
- November 14—The Pierians gave their new members a pleasant time in the Gymnasium.
- November 23—Mr. and Mrs. Buckner took the school to the picture show, afterward entertaining the faculty in their home.
- November 25—Miss Shelley Rice, a delegate from the 4S Society, gave a report of the Sunday School Convention at Y. W. C. A. meeting.
- November 27—Thanksgiving. All attended services at the Baptist church.
- November 27—Y. W. C. A. entertained with a bonfire and wiener roast.
- December 3—Violin recital, pupils of Miss Webb.

December 14—"Loves Me, Loves Me Not," presented by the Dramatic Club.

December 18—January 5, Christmas vacation.

January 28—Junior class organizes.

January 29—Jenny Dufau, coloratura soprano, second number of Artist Course.

February 8—Mrs. Million entertained the Freshmen and Sophomores.

February 14—Helen Keller and Mrs. Macey addressed the school and the Mexico public in the Auditorium.

February 15—Juniors and Seniors were entertained by Mrs. Million.

February 23—Formal opening of the new Gymnasium, reception by the Seniors, Juniors and Athletic Association.

February 25—Mrs. Richardson celebrated the birthdays of all the February girls.

February 28—The school attended the revival meeting at the big Tabernacle.

March 3-4—The presidents of the seven Junior Colleges held their annual meeting, at Hardin College.

March 11—The girls whose birthdays are in March were entertained by Mrs. Richardson.

March 11—Recital by Voice Department, under direction of Mrs. Adam. "Spinning Scene" from The Flying Dutchman.

March 12—Junior Prom in the Gymnasium.

April 5—Graduate Recital, Piano and Violin.

April 8—The Dramatic Club appeared in "She Stoops to Conquer."

April 22—Orchestra Recital under direction of Miss Webb.

April 26—"A Roman School" given in the Latin, by pupils of Miss Vaughan.

April 29—Voice and Piano recital, pupils of Miss Gupton and Miss Covington.

April 30—Domestic Science class go picnicing.

April 30—The Juniors and their sponsors had a wiener roast at Water Works Lake.

April 30—Senior Hike. To Molino via the Trolley cars.

May 3—Graduate recital, piano, pupils of Prof. Guerne.

May 10—Piano recital, pupils of Prof. Guerne.

May 13—Graduate recital, expression and piano, pupils of Miss Dickinson and Prof. Wing.

May 20—Graduate recital, piano, pupils of Prof. Guerne.

May 23—Baccalaureate sermon, Dr. J. P. Greene, Liberty, Mo.

May 24—Graduate recital, voice, pupils of Mrs. May B. Adam.

May 25—Art Levee.

May 27—Graduate recital, piano, pupils of Prof. Guerne.

May 31—Alumnae luncheon.

June 1—Class Day.

June 1—Graduating exercises. Address by Dr. W. C. Bitting, Second Baptist church, St. Louis, Mo.

Religious Privileges

YOUNG ladies attend Sabbath-school at the College and worship in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

of the State has a branch in the College.

The purpose of the Association is to develop a high spiritual life among those who are already Christians and to do active work among the unconverted. It is hoped that when school days are over, the experience gained at Hardin will enable our students to take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. Officers for 1915-1916

President, Helen Solt	Barnes, Kansas
Vice-president, Nannie Stevens	Russellville, Missouri
Secretary, Fae Christie	La Plata, Missouri
Treasurer, Ada May Elder	Harrisonville, Missouri
Chairman of Program Committee, Martha Suess.....	McCook, Nebraska
Chairman of Mission Study Committee, Anna Ockrassa.....	St. Louis, Missouri
Chairman of Missionary Committee, Cecil Woods.....	Modena, Missouri
Chairman of Social Service Committee, Helen Rice	Milan, Missouri
Chairman of Publicity Committee, Marie Wagner	Des Moines, Iowa
Chairman of Social Committee, Kenneth Keys	Beloit, Kansas
Chairman of Music Committee, Mary Aid	Council Bluffs, Iowa
Chairman of Finance Committee, Estelle Pickering.....	Richmond, Missouri

Honors

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

Recent winners of scholarship medals:

Miss Linnie Scott, Clinton, Mo., 1909.

Miss Pauline Bretch, Hobart, Okla., 1910.

Miss Lucy Denham, Mexico, Mo., 1911.

Two awards 1912:

Miss Alberta Griswold, Clarence, Mo.

Miss Helen Vaughan, Big Spring, Texas.

Miss Mary Sears, Pingtu, China, 1913.

Miss Ruth Cook, Mexico, Mo., 1914.

Miss Martha Mathews, Louisiana, Mo., 1915.



Course of Study

Preparatory Course

Eighth Grade Work in Public School Completed.

Two years—First and second years of High School same for all courses following.

Figures in parentheses mean hours of recitation per week.

For description of courses see pages 27-39.

FIRST YEAR

English I (4); Latin I (5); Mathematics I (5); Civics (4) first semester, Elementary American History (4) second semester.

SECOND YEAR

English II (4); Latin II (4); Mathematics II (4); Ancient History (4).

Junior College

Officially standardized by the Missouri State University, March 22, 1913.

LATIN COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); Latin III (4); Mathematics III (4).

Electives:—French I (4); German I (4); American History (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4).

Electives:—French II (4); German II (4); English History (4); (a) Pedagogy I (2), (b) Bible (2).

JUNIOR YEAR (University Freshman)

Required:—Latin V (3); English V (3); European History (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Latin VI (3); Science IV (3).

Electives:—Shakespeare (3); Advanced American History (3); Mathematics IV (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek; German, or French; Pedagogy IV, Psychology II (3); Pedagogy III, Sociology I (2); Bible III (2).

MODERN LANGUAGE COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); French I (4), or German I (4); Mathematics III (4).

Electives:—Latin III (4); American History (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); French II (4), or German II (4); Science I (4).

Electives:—Latin IV (4); English History (3); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—French III, or German III (3); English V (3); European History (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Science IV (3); French IV, or German IV (3).

Electives:—Same as Senior year, Latin Course, and Latin VI.

CLASSICAL (GREEK) COURSE

FRESHMAN YEAR (Third year standard High School)

English III (4); Latin III (4); Mathematics III (4); Greek I (5).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4); Greek II (4).

Electives:—English History (4); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—Greek III (4); Latin V (3); English V (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Greek IV (4); Latin VI (3); Science IV (3).

Electives:—Same as Senior Year, Latin Course (except Greek).

RELIGIOUS PEDAGOGY COURSE

JUNIOR YEAR

Required:—English V (3); Science II (3); Psychology I, Pedagogy II (3); Bible II (2).

Electives:—Latin V (3); Greek III (4); French III (3); German III (3); Mathematics IV (3); European History (3).

SENIOR YEAR

Required:—Science IV (3); Pedagogy III, Sociology I (2); Bible III (2).

Electives:—Shakespeare (3); Advanced American History (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Art, Design (3); Greek III (4); Latin VI (3); Pedagogy IV, Psychology II (3).

NORMAL COURSE

State Certificate (see pp. 15 and 33).

A. Required:—General Psychology (3); Theory of Teaching (3); School Administration (3).

B. Electives:—History of Education (3); Educational Psychology (3);

Special Methods (3); Observation and Practice Teaching (3).

A total of 12 hours required,—9 hours under A above designated; 3 hours under B to be elected; total, 12 hours.

General Description of Courses

ENGLISH—Miss Mary B. Hildebrand, Miss Elizabeth Cox

English I.—Four hours.

An elementary course in English Composition. Study of some masterpieces of literature. Text, Scott & Denney's Elementary English Composition. Miss Cox.

English II.—Four hours.

Scott & Denney's English Composition-Rhetoric. This course attempts to make students familiar with the principles of English Composition. It will consist of exercises based upon textbook study and themes. Study of several masterpieces required for college entrance. Miss Cox.

English III.—Four hours.

English Literature. This course is designed as an introduction to the study of literature. The time will be given to the study of the history of English Literature and of masterpieces. Miss Hildebrand.

English IV.—Four hours.

American Literature. A study is made of the characteristics of the great literary periods. The greater writers

are studied in chronological order. Miss Hildebrand.

English V.—Three hours. (Only graduates of accredited high schools will be admitted to this course).

A. First Semester.—Rhetoric and English Composition.

This course will consist of lectures, short themes, long themes, recitations and conferences. Miss Hildebrand.

B. Second Semester.—Prerequisite—English V. A.

History and Development of English Literature. Required readings are arranged to illustrate the historical development of English literature. Miss Hildebrand.

English VI.—Three hours. Prerequisite—, English V.

A. Shakespeare. This course is devoted to the reading and interpretation of representative plays. Attention will be given to the technique of the drama and Shakespeare's versification.

B. Tennyson and Browning. Miss Hildebrand.

MATHEMATICS—Miss Rose B. Wood

Mathematics I.—Five hours.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' High School Algebra, Elementary Course.

Mathematics II.—Four hours.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original prob-

lems. Well's New Plane and Solid Geometry.

Mathematics III.—Four hours.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of

the discriminant, use of determinants in the solution of simple equations; binomial theorem, logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course.

Mathematics IV.—Three hours.

First Semester.—Plane and Spherical

HISTORY—Mr. Guy Motley

History II.—Four hours.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, Botsford "Ancient History," Guerber's "Myths of Greece and Rome."

History IV.—Four hours.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work.

History V.—Three hours.

Mediaeval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII, and Louis XIV.; Colbert's work; and

Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra.

Northern nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work.

History VI.—Three hours.

First Semester.—American Colony History. Spherical attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Muzzey's American History.

Second Semester.—American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with more or less emphasis. Source-work will be largely used. Texts, Muzzy's "History of the American People," Wilson's "Division and Reunion." Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use.

POLITICAL ECONOMY—*President Million.* Two hours, two semesters.

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Alvin S. Johnson's "Introduction to Economics."

RELIGIOUS PEDAGOGY—*Miss Helen H. Fielden*

The department of Religious Pedagogy in Hardin College was the first in any college in Missouri and the first in a junior college anywhere. It was established by a vote of the trustees early in the year 1911, with Prof. Henry Edward Tralle in charge. The work was begun with the opening of the fall semester of the same year, with a fine enrollment, and, during the years following, there have been enrolled in the department more than one-fourth of all the students in the school.

For the use of the students in the department, there has been established a special library containing several hundred volumes of selected books on psychology, pedagogy and the Bible, and also sets of graded lesson helps and teacher-training text-books, together with Bible maps, Oriental models and samples of graded handwork.

The courses in Religious Pedagogy provide definite training for practical Christian service in home and church. The students in this department are prepared for effective teaching in the Sunday-school and for leading training classes, prayer-meetings, etc.

Students in this department receive credit on degrees as in any other department. These courses of study are required for A.A. students taking the Religious Pedagogy course, and are elective for all other students. The courses in this department are open also to qualified Conservatory, Business and Special Students.

Sophomore (Fourth Year High School)

1. Pedagogy I—Elements of Sunday School Teaching (two hours, first semester, and two hours, second semester). An elementary, comprehen-

sive course in practical Sunday-school work, including lessons on the pupil, the teacher, the school and the Bible, with practice and observation work and with references to the literature of the subjects treated.

2. Bible I—The Life of Christ (one hour, first semester, and one hour, second semester). The students read the four Gospels through, a selection each day, and the class hour is devoted to a review of the week's reading and to a discussion of the more important questions involved.

Junior Year.

1. Bible II—Old Testament History and Literature (two hours, first semester, and two hours, second semester). A general, systematic course introductory to the intelligent study of the Old Testament. The student is led into a knowledge of the historical background and the vital teachings of the Old Testament and into an appreciation of these books as literature. The Old Testament itself is the chief text, but it is supplemented by the use of a syllabus and by references to standard literature.

2. Psychology I—Essentials of Psychology (three hours, first semester). See Department of Education, p. 33.

3. Pedagogy II—Principles and Methods of Religious Education (three hours, second semester). A study of the significant characteristics and the religious and moral interests and possibilities of the pupil at each stage in his development; educational values of the biblical and extra-biblical material and of the different types of expressional activity; teaching factors and methods in the modern Sunday-school

and in the home; practice teaching and observation work.

Senior Year.

1. Bible III—New Testament History and Literature (two hours, both semesters.) A constructive study of the personality and work of Jesus and of his fundamental teachings, and of their practical interpretations in the activity and teachings of the apostles and in the growth and extension of Christianity during the first Christian century.

2. Pedagogy III—Story-Telling in Religious Teaching (two hours, first semester). A study of the fundamental principles of the story and of the art of its effective use in religious teaching in the Sunday-school and the home. Selected stories from biblical and other literature are analyzed, and the students are drilled in the making and telling of graded stories.

3. Sociology I—Social Teachings of Jesus (two hours, second semester). A study of the social principles and teachings of Jesus in relation to modern institutions and conditions. A

standard text-book is used, with references to the literature.

4. Pedagogy IV—History and Agencies of Religious Education (three hours, first semester, elective). A study of the aims and methods of the Jewish and Christian systems of religious education, and of the modern religious education movement—its history, aims, and agencies, with special emphasis on the equipment, organization, and efficiency of the Sunday-school.

5. Sociology II—History and Sociology of Missions (three hours, second semester, elective). An outline history of Christian missions from the earliest times; a survey of modern missions; the social influence of missionary teaching and activity.

6. Psychology II—Child Psychology (three hours, second semester, elective). A study of the nature and growth of the mind during childhood, of the instincts and other factors in human development, with practical applications to religious training in the school and in the home.

GREEK—Mrs. Million and Miss Clara Haggard

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

Greek I.—Five hours.

First Semester.

Texts, White's First Year Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

Second Semester.—Three hours.

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

Greek II.—Three hours.

First Semester.

Text, Bristol's "Lysias," ten orations.

Second Semester.—Odyssey.

Greek III.—Three hours.

Tragedy and Comedy. Mrs. Million.

LATIN—Mrs. Million and Miss Clara Haggard

Latin I.—Five hours.

Texts, D'Ooges First Year Latin. Miss Haggard.

Latin II.—Four hours.

Texts, Kelsey's Caesar; Barss' Writing Latin, Book I. Miss Haggard.

Latin III.—Four hours.

Texts, D'Ooge's "Cicero;" Bennett's Latin Grammar; Barss' Writing Latin, Book II. Miss Haggard.

Latin IV.—Four hours.

The equivalent of four books of Caesar and six orations of Cicero is required before entering this class. Texts, Frieze's "Vergil;" Mythology, Guerber's "Myths of Greece and Rome." Miss Haggard.

Latin V.—Three hours.

A. First Semester.—Horace, the "Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

Second Semester.—Horace, Satires and Epistles Mrs. Million.

MODERN LANGUAGES—Miss Ida E. Schnirel

German I.—Five hours. (High School).

Spanhoofd's Elementary Book of German Speech. "Gluck Auf" and "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography.

German I.—Five hours. (College).

Joynes & Wesselhoeft's German Grammar. Bacon's "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography. Study of stories and legends of old German heroes.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems and six German songs.

German II.—Four hours.

B. First Semester.—Two hours. Ovid.

Second Semester.—Two hours. Roman Comedy, Terence. Mrs. Million.

Latin VI.—Three hours.

First Semester.—Text, Abbott's "Cicero's Letters." Selected Letters and a study of the times as shown in the letters.

Second Semester. — Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

Thomas' Practical German Grammar (revised). Selections from representative modern authors. Conversation, dictation and translation into German.

German III.—Three hours.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors—Lessing, Schiller, Heine. Memorizing famous German poems and singing of more difficult songs.

German IV.—Three hours.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

French I.—Five hours.

Fraser & Squair's Shorter French Course. "Le Tour de la France par Deux Enfants." Dictation, translation, conversation, memorizing six poems, and study of French geography.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the

more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

French II.—Four hours.

Fraser and Squair's Grammar. Reading of French classics, representative

SCIENCE—*Miss Eloise J. Harris*

Science I.

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss.

Science II.

Chemistry.—A study of the nonmetals and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. One lecture period and two periods for laboratory work.

Science III.

Household Chemistry.—(Prerequisite, General Chemistry.) An elementary course in Organic Chemistry of foods. Required of all students who take advanced work in Home Economics. Three hours a week, one semester.

HISTORY OF ART—*Mrs. Helen L. Million*

A brief outline of the principles of Art. Study of the development of Architecture, Sculpture and Painting; description of some masterpieces in

authors. Conversation, dictation, translation into French.

French III.—Three hours.

Composition; History of French Literature; Reading of selections from representative authors—Corneille, Moliere, Hugo.

French IV.—Three hours.

Study of French authors and classics of XVIII. century.

Science IV.

Botany.—An elementary course in College Botany. It will include a study of the general structure of plants, adaptation of the nutritive organs of plants, respiration and the production of energy in plants, reproduction in plants, plant propagation, plants in their relation to human welfare, plant classification, etc. The laboratory work will require a carefully kept note book, with drawings, by the student. The laboratory work and the reference reading are outlined by the instructor. One lecture period and two periods for laboratory work.

Science V.

General Bacteriology.—(Prerequisite, General Botany.) A general course in the fundamental principles of Bacteriology. Required of all students who take advanced work in Home Economics. Three hours a week, one semester.

N. B.—All the laboratory periods are double periods—that is, two hours.

each, with brief sketches of famous artists. Text, Reinach's "Apollo." Two hours.

EDUCATION—Miss Elizabeth Cox

Our State Department is showing a broader sympathy in the educational work of the state.

The State Department, recognizing the educational merit of the Junior College, has issued the following statement, which grants upon the stated conditions a certificate authorizing the holder to teach for a period of three years in the public schools of Missouri.

To Junior Colleges Accredited by the University of Missouri:

A State certificate, known as a Junior College Graduate Certificate, authorizing the holder thereof to teach in the public schools of Missouri for a period of three years will be issued to the graduates of those institutions accredited by the University of Missouri as junior colleges providing the following conditions have been met:

1. A minimum of twelve hours in education shall be required of all applicants for this certificate. This work shall consist of general psychology, three hours; theory of teaching, three hours; school administration, three hours, and one three-hour course from the following: History of education, educational psychology, special methods, or observation and teaching. The course offered must be the equivalent of the following:

First Semester.—*General Psychology*.—An introductory course in general psychology based upon such texts as Thorndike's *Elements of Psychology*, James' *Briefer Course in Psychology*, Calkins' *First Book in Psychology*, supplemented by *Experiments in Psychology* with a laboratory manual.

Second Semester.—*Theory of Teaching*.—A general course which tends to formulate a method of class work and to show the relation of the principles of teaching to the problems and principles of education. The student should be led to a full appreciation of method

in modern education. Texts: Thorndike's *Principles of Teaching*, or an equivalent text.

Special Methods.—This course should consist of a study in the application of the general principles of teaching to the various subjects of the elementary school curriculum and should be paralleled by as much critical observation in the teaching of these subjects as possible. Text: McMurry's *Special Methods Series*.

First Semester.—*School Administration*.—A general treatment of the important administrative problems of rural, elementary and high school teachers and a study of the relations obtaining between the teacher and the pupil, the teacher and the principal, the teacher and the community, the teacher and the State. Text: Strayer, *The Teaching Process*, or an equivalent text.

Second Semester.—*History of Education*.—A study of the educational ideals and practice of those historic periods during which conceptions of education based on fundamental principles have been formulated. The principles should be considered in their application to the subject matter, method and organization of present day education. The aim should be to present the central feature of past educational thought as a basis for the study of present day tendencies. Texts: Monroe, *Elementary History of Education*, or an equivalent text.

Educational Psychology.—This course should present the main facts concerning the nature and development of the mind during childhood and youth with special reference to the meaning of these facts to the teacher. General psychology must be required as a prerequisite. Text: Pyle, *Outlines of Educational Psychology*, or an equivalent text.

Observation and Practice Teaching.—

This course should give practice in thorough active teaching in applying the principles of method. Much attention should be given to the mastery and organization of the subject matter as a prerequisite to the teaching. Observation should always be made in the class of a supervisor or regular teacher and never in that of a student teacher.

2. The instructor in charge of these courses must be a graduate of a standard college or university, and must have done a year of graduate work with total credit in education of at least thirty semester hours.

3. The instructor and the needful library must be approved by the Department of Education.

STEREOPTICONS

Two high-grade Stereopticons have been installed for regular use in classroom work and in lectures. The stereopticon has already been used with great success in the History of Art

course. There are great possibilities for the stereopticon not only in Art History but in the classics, History, English, Science and History of Music.

COMMERCIAL DEPARTMENT—*Mrs. C. A. Buckner*

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Pittman System or some standard system will be used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—Both Touch and Sight methods are taught. The chart is used until students are ready for transcription from shorthand notes.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, will receive a certificate of proficiency in the subject finished.

Students who are graduates of four year High Schools, and who finish the entire course, Bookkeeping, Shorthand, and Typewriting, will receive a Diploma, entitled Proficient in Accounts.

DEPARTMENT OF EXPRESSION—*Miss Lena M. Dickinson*

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions ac-

cording to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progressive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—Individual Work. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the registers, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercises for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—Individual Work. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the great masterpieces of literature. Character delineations. Recitals.

Third Year.—Individual Work. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture. Scenes from Shakespeare and the interpretation of works by the great masters.

Class Expression, or Reading.—The aim in Reading is to give the student power to interpret the written or printed page and train the mind to give out the ideas thus obtained with feeling and conviction. Reading thus taught is an art and rests upon recognized laws of nature. These laws are so arranged as to give the student power to grasp with the least effort the thought on the written or printed page and to give that thought out to her

hearers with clearness of interpretation.

The student is drilled with the class as a critical audience in order to develop at the moment of speech mental activity in both the student and the class. Enunciation and pronunciation are given much attention. In mastering the voice the student must learn to control the breath and tone projection in order to eradicate the faults in the use of the voice and secure flexibility, smoothness and power. Only through the exercise of the powers of expression will the student gain additional power. A correct and pleasing use of our mother tongue contributes much to our success, socially and commercially.

There will be a great deal of reading at sight of selected passages from the best literature, including selections from the Bible, current periodicals and the daily newspaper. There will be a limited amount of committing to memory as a regular part of the work in the Reading classes. The Reading classes will not be allowed to exceed fifteen in number. Each class will be met twice a week for one hour, one semester.

Credit given for one hour twice a week, one semester, $\frac{1}{4}$ of one high school unit.

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill Work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty which refines the character, and gives ease and grace by a physical response to the thought. Plays are studied in a two-fold relation as dramatic art and as literature.

Candidates for graduation must complete the course of a standard high school or its equivalent and the course in Expression as here outlined. Students

meeting these requirements will be granted a diploma.

Texts, "Evolutions of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING—Miss Ruth Barbara Rule

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort.

For this reason Physical Culture is required of all students except those who are excused by a regular physician.

COURSES

ELEMENTARY TRAINING This course covers a series of developing and corrective exercises of the simpler forms. The exercises are for the general benefit of health, freedom of movement, grace and poise. Much attention is given to the method of standing and walking and deep breathing. The simpler exercises in dumb bells, wands, Indian clubs, poles and rubber balls are used. The student is trained for the purpose of acquiring the power of coordination and sense of rhythm that she may gain results in grace, ease of movement and self-reliance. The personal needs of the student are always kept in mind.

Required of all students except those sufficiently advanced for upper classes or excused by a physician.

Three hours a week, two semesters. Credit equivalent to $\frac{1}{4}$ of high school unit.

ADVANCED TRAINING German tactics, Swedish gymnastics, light apparatus, fancy steps and folk games further developed during the second year. Highly organized games, such as tennis, volley-ball, basket-ball, indoor base-ball and hockey, comprise the recreative portion of the work.

Two hours a week two semesters, instruction and exercises. Credit two hours on either high school or college work.

A physical examination is given by the physical director to every student on entering the college. The student is assigned to class work in accordance with this examination and previous training.

Corrective Exercises, Personal Hygiene, Rules of Living and Forms of Exercise that can be used after college days are over are taught throughout the courses.

Allied courses, such as Eugenics, First Aid to the Injured, are given under the head of Round Table lectures by Mrs. Million.

PLAYGROUND In this course are considered the theories of play and the efficient management of recreation in public schools and playgrounds. Both organized and unorganized games, including singing games and folk dances, are taught. This course will be found invaluable to those preparing to teach primary work, and is free to all taking regular class work in Gymnasium. Two hours a week.

THEORY OF PHYSICAL TRAINING The principles of exercise are considered in detail in this course, which also includes a study of The History of Physical Training, Sports and Games and the Swedish Systems of Physical Training. An opportunity is given for practical application of theory. Two hours a week.

PHYSIOLOGY A general course in Advanced Physiology. Text, Martin's "Human Body." Required of all students taking Theory of Physical Training. Three hours a week.

GYMNASIUM The Gymnasium building is a fire proof building, brick, steel and concrete, 102 feet long by 55 wide, two stories high, costing \$25,000.

Along one side and one end there is a double tier of sound-proof piano practice rooms and teachers' studios. There will be no practice pianos located in the main dormitory building.

The floors in the Gymnasium and in the studios are laid upon concrete. The building is of pressed brick and concrete. The roof is of red tile, supported by steel.

The exercise room is available for in-door tennis, basket-ball and any other games every day in the year, no matter what the weather conditions are.

ROUND TABLE—*Mrs. J. W. Million, Conductor*

The Round Table.—One hour. Credit, $\frac{1}{4}$ of high school unit.

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and aesthetics governing it.

Mental Hygiene.—Sex Hygiene. Eugenics.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

A course on Mother Talks and discussions with girls about what they ought to know.

ART DEPARTMENT—*Mrs. Belle King Fitzgerald*

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artistic material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTLINES OF COURSES

1. *First Year Drawing*.—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature, (water colors); modeling in clay; perspective. One year.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses, and the training obtained is equally valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing*.—Drawing from casts of heads, busts, still life, in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching, water colors. One year.

3. *Painting*.—Simple studies in still life. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition, Art Club and Sketch Class. One year.

4. *Advanced Painting*.—Painting in oil from life, nature, still life; portrait study in the Life Class; composition;

perspective; Art Club and Sketch Class; Art History. One year.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leathercraft.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion.

Students completing the above four courses and a standard high school course or its equivalent in which History of Art, Design, Drawing, etc., will be given due credit, will be awarded a diploma in Art.

Students who complete one year in Drawing, three years in China Painting and a standard high school course or its equivalent, in which History of Art, Design, etc., will be given due credit, will be awarded a diploma in Ceramic Art.

A student may enter any of the above

courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kiln No. 7 Special used in the Art Room.

Prizes taken by some of our Art pupils:

At the Bunceton, Mo., County Fair Miss Helen Windsor took the following prizes: On a sugar basket, prize, a spoon; on tobacco set, prize, \$5.00; on strawberry set, prize, \$2.50.

At the Mexico, Mo., County Fair Miss Miriam Johnson was awarded the blue ribbon for Oil painting.

At Kennett, Mo., Miss Sybil Barnes received a prize of \$5.00 on a lemonade jug.

At Montgomery City, Mo., Miss Gup-ton received prize of \$2.00 on decorated china.

HOME ECONOMICS—Miss Clara Elizabeth Vogt

Foods I.—Five hours college credit.

This is an introductory course to Home Economics, running throughout the entire year, giving the problems involved in household sanitation, care, and household management, along with an elementary course in cooking.

Foods II.—Six hours college credit.

This course is given the second year. It is an advanced course in Cooking and takes up the study of the composition of foods, their digestion and absorption, their nutritive value and use in the body. The relation of bacteriology, chemistry and physiology to food work is studied and applied. A complete and thorough course in cooking is given. At the end of the school term

meals are planned at definite cost and served to members of the faculty.

Sewing I.—Three hours college credit.

This work consists almost entirely of laboratory practice. A brief survey of the origin and composition of the different textile fibres is given. Hand and machine sewing are done, including the fundamental stitches, the drafting and making of underwear and simple garments.

Sewing II.—Two hours college credit.

Three laboratory periods a week are used in this course. A study of the fundamental principles of dress making is taken up, with more difficult drafting and making of garments.

House Sanitation.—Three hours college credit.

A complete study of the home is given in regard to its location, surroundings, construction, heating, ventilation, drainage, water supply and proper care of the house. Laws of municipal sanitation in relation to the household are taken up and studied.

Textiles and Clothing.—Five hours college credit.

A study of the different textile fibers, their origin and industry, is taken up

in this course. The principles of laundry work are given; the removal of stains; the detection of the different textile fibers; the proper way of cleansing them, together with the proper care of fine laces and embroidery. Clothing is considered from the standpoint of hygiene, economics and art.

Home Nursing.—One hour college credit.

This is a one hour course given entirely to the nursing and caring for the ill in the home.

Literary Societies

The Delphian and Pierian Literary Societies were organized May 16, 1912. They are under the direct supervision of faculty advisors, and meet once in three weeks, when they present programs consisting of debates, readings, and musical numbers. Once during the school year the societies produce a play or musical comedy, and in April a joint debate is held.

It is believed that membership in a literary society tends to promote a higher grade of scholarship, and to encourage a more wide-spread feeling of goodfellowship among the student body. To this end all students are urged to present membership applications early in the school year.

Degrees

(Honors will not be conferred until all bills are paid.)

The degree of A. A., Associate in Arts, the Junior College degree approved by the University of Chicago and the University of Missouri, will be conferred upon students who complete any one of the five courses: Latin, Modern Language, Classical, Normal, Religious Pedagogy (pp. 25-26). Students completing any one of these courses and receiving the A. A. degree from Hardin College will be admitted to the junior year of the Missouri State University without examination and with 60 hours credit, or the same as if they had attended the State University two years. No other Literary degrees are given by Hardin College.

Students who reach a standard of 90 per cent in examinations combined with class grades during the year are marked distinguished and their names published on Commencement day.

Hardin Conservatory of Music

Chartered by the State. with Power to Confer Degrees and Grant
Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY, which has gained such an enviable reputation, and justly so by reason of the work it has accomplished, has had the unique distinction of being visited for six consecutive years by the celebrated composer and pedagogue,

XAVER SCHARWENKA,

who examined its students, gave recitals, and taught a limited number of pupils. Scharwenka testified that the Faculty of this Conservatory holds its own with any in the land. It will be the aim of the Director to increase the efficiency of the teaching staff and to advance the present high standard of work.

The advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performance of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later a student under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne (England), one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College with the exception of four years.

MRS. LILLIAN LOGAN KEAN

Mrs. Kean comes from one of the best Kentucky families and was educated in America and France. As will be seen in the Faculty list, Mrs. Kean has held a number of very responsible positions. One employer states that he has never met her superior as a teacher of voice.

Enrico Delle-Sedie, instructor in Paris, writes, "Your voice is charming. You can do anything."

Francis Fischer Powers, instructor in New York, writes, "It gives me pleasure at all times to recommend Mrs. Kean as an artist."

Numerous testimonials demonstrate that Mrs. Kean has always improved the Voice Department of which she has taken charge. She has all the qualities of a successful teacher and in addition has that charming personality which enables her to co-operate successfully with both Faculty and students.

A special circular concerning Mrs. Kean will be sent to all parties interested.

Course of Study

Piano Forte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation in piano-playing being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students such mental and muscular habits as will lead them to the proper fulfillment of the laws of touch. In this we base our teaching on the results of the masterly analysis by Tobias Matthay, as presented in his book, "The Art of Touch," heralded by highest critics as making an epoch in musical pedagogics, and on Dr. Steinhausen's work, "The Physiological Mistakes in Pianoforte-Playing and How to Correct Them," acknowledged to be the most important work on technique from the physiological point of view that has appeared up to the present date.

While demonstrating how variety in "Touch Methods" forms the very foundation in pianoforte-playing, Matthay advises us to "beware of methodomania, that bane of so many educational systems; that pandering to automaticity, laziness, and lack of initiative on the part of teachers—closing their ears and minds to all outside impressions which are contrary to the ones they expect, and hence failing to perceive that the really great artist does *not exhibit any one method of tone-production*, but that he, on the contrary, *employs all kinds of tone-production, kaleidoscopic in the constant though subtle variety of their contrasts.*" "Rigid methods are all very well for the rough-and-ready education required in the drill-room of a barracks, but they *should have no place in any educational system that purposes to impart anything in connection with Art.*"

"The *only good system* is that which adapts the course of teaching to the *individual needs of each and every particular student.* All have eventually to learn the same things, but the order and the ways employed must depend almost entirely on individual needs."

The following will give an idea of the work covered in the different grades:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode, and others.

First Year.—Technical exercises (Riemann or Germer, Camille Stamaty's "Le Rhythme des doigts;" Oscar Beringer's "Daily Practice") throughout the course. Matthay's Relaxation Studies; Czerny-Germer, Selected Studies, Volume I.; Kohler, Studies, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer. Selected Studies from Op. 299 (School of Velocity), 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bulow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaikowsky, Moszkowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum;" Moscheles, Op. 70; Kullak, School of Octaves; McDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xavier and Philip Scharwenka, Saint-Saens, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Harmony, two years; History of Music, one year.

Post-Graduate Course.—Tausig, Daily Studies; Phillip's School of Octave Playing; Etudes by Chopin, Rubinstein, Liszt, MacDowell, Moszkowski, etc.; Bach, "Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on *Good* rather than *Long* practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

- 1 An absolutely clear comprehension of the principal points to be studied in the music at hand.
- 2 A clear perception of where the difficulties lie, and
- 3 A clear understanding of the way in which to overcome those difficulties.

DIPLOMAS IN PIANO

Candidates for graduation in Piano must have covered the technique of the course as stated above, must have completed the equivalent of a four-year accredited high school course, in which Harmony and History of Music are given due credit, and give a recital, the program of which must be of the Senior course standard. In all but very exceptional cases students already advanced when entering Hardin will be required to spend from two to three full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano. (See page 15).

Voice

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual), Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi, Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi, Op. II.; Panofka, Op. 81, Part I.; Harmony (one year), and the second year in College Preparatory English; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. III.; Masterpiece of Vocalization (Max Spicker) No's. 3 and 4; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year), German or French (one year); and one year in Sight-singing and Ear-training.

Voice, Sight Singing and Ear Training

MISS FRANCES GUPTON

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four-part exercises and songs. Advanced work in Ear-training.

DIPLOMA IN VOICE

Candidates for graduation in Voice must have completed the technique of the course above, the work in Sight Singing and Ear-training, the equivalent of a four-year accredited high school course, in which one year of Harmony, one year of History of Music and one year in either French or German will be duly credited, the second year's work in Piano and acquit themselves creditably in public recitals. The completion of this course, a three years' course (two of which must be in this Conservatory except in cases of extended previous training and of unusual ability), entitles the student to a diploma in Voice. (See page 15).

Public School Music

MISS FRANCES GUPTON

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many instances, are not fitted for concert or church work.

Text: The Primer and Books I., II. and Alternate III. of the Modern Music Series, and Books I., II. and III. of the Manuscript Series of Vocal Music.

Students completing the course in Public School Music, together with Junior Harmony, the standard High School course or its equivalent will be awarded a Certificate of Proficiency in Public School Music. For high school credit, see page 15.

Post-Graduate Class—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third year (Junior work) in Piano.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; Six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern school of Organ playing, represented by Guilmant, Widor, Saint-Saens, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.

Violin

MISS SUSAN A. WEBB

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I, of Grun, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.

Grade II.—De Beriot, Vol. I. (Positions.) Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Speciales. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Kreutzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Selections from Bach Sonatas. Schradieck, Chord Studies.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

DIPLOMAS IN VIOLIN

Candidates for graduation in Violin must complete a standard High School course or its equivalent in which two years of Harmony and one year of Musical History will be given proper credit (see page 15), the five grades of the Violin course and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS MAUDE SWEENEY and MISS SUSAN A. WEBB

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concorde and discords). Harmonizing of short musical sentences, chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year.—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.).

Second Semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course.—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms. Text, Goetschius' Applied Counterpoint.

Two years required for graduation in Piano and Violin; one in Voice. For high school credit, see page 15.

History of Music

MISS HELEN SHOTWELL

Text-book: Baltzall, together with Hamilton's "Outline of History." One year required for graduation in Piano, Voice, Violin. (See page 15).

The Artist Course

One of the important educational advantages at Hardin is the Artist Course. In recent years the numbers have been as follows:

In 1913-1914—

Maude Powell, Violinist.
Mary Highsmith, Soprano.
Henry Lawrence Southwick, Reader.
Guiseppe Fabbrini, Italian Pianist.

In 1914-1915—

Myrtle Elvyn, Pianist.
Jenny Dufau, Coloratura Soprano.
Other numbers were crowded out by our own programs.

In 1915-1916 the numbers are to be—

Zoellner String Quartette, of Brussels.
Thuel Burnham, Pianist.
The Misses Reynolds, Duet Recitals in costume.

The programs of these artists will be sent to all prospective patrons the coming year.

The Artist Course will be under the management of Pres. J. W. Million and the Music Faculty.

Frequent concerts and recitals are also given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such concerts.

The charge for the Artist Course (\$4.00) is required of all students.



On Government

For some years Hardin College has striven towards a larger measure of self-government in the student body. Literary societies, the Y. W. C. A., class organizations, Greek letter sororities and any other organizations in which student activity is manifested will be left as far as possible to the students. The Faculty, of course, as a court of last resort, reserves the right as final authority on all questions of college government and discipline. It is the purpose of the management to strive toward that harmonious balance in which there will be the minimum of surveillance on the part of the Faculty and the maximum of freedom on the part of the student body. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be that of family, society, school, church or state. Rules and regulations in a school are to the school what laws are to a state. Rules and laws are to be obeyed. We want the fewest possible, and those rational.

To Teachers

All teachers are expected to be present at morning chapel service, also at Assembly Hour.

Each teacher is expected to be prompt and regular in attendance at all meals and to preside at her table.

All members of the faculty are expected to heartily co-operate with the President and Principal in the promotion of discipline and the best interests of the college.

Every specific duty cannot be definitely known and assigned to each teacher in advance. Chaperoning students on walking and shopping expedi-

tions, to lectures and entertainments, etc., are common duties and every teacher is expected to take an equal share.

Regulations for Boarding Pupils

Each pupil must bring one pair of blankets, two white counterpanes, two pairs of sheets, two pairs of pillow cases (size of pillow-slips, 18x36 inches), six towels, two sash curtains three feet in length, six table napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat, a hot-water bag, and a bag for soiled clothes marked *with name in full, not initials*. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

No uniform is specified. For church and street wear tailored suits and small plain hats will be worn. Tailored white suits (linen or cotton) will be worn in the early fall and spring. Each student must provide herself with some light, inexpensive waists or gowns to be worn at dinner and at informal receptions. At receptions the dress should be very simple.

Students are not to leave the College grounds without permission.

Students will not receive visitors during school or study hours, or the visits of young gentlemen at any time, except by the written permission of the parents. They will receive company only in the College parlors, and under no circumstances in their rooms. *When parents or other relatives visit the College the girls cannot be released from College rules.*

Dentistry and dressmaking should be attended to before the student leaves home.

For meals or lunches served to students or teachers in rooms, a charge of ten cents will be made.

In case of sickness of a serious nature a charge for nursing will be made.

Parents desiring to make special requests for, or grant permissions to, their daughters, should write *directly to the Principal, Mrs. H. M. Richardson.*

Young ladies wishing to invite friends to visit them must report their names to the President, and they will be entertained, when practicable, at moderate cost.

Boarding students will not be permitted to attend social functions in town the last night of the school year unless accompanied by parent or guardian. Written requests and permissions will not suffice.

The Faculty insists upon the right to relinquish the charge of any pupil who is not reaping the benefits offered by the institution.

All mail addressed to students is distributed by the management of the school. Letters or first-class packages are never opened. Objectionable postal cards will be returned to the postoffice or sent direct to parents or guardians.

Hardin wants as students only young women who have been trained to habits of obedience and truthfulness in the home.

The rules are few in number and only such as are deemed essential to the best interest of the students. They will be kindly but firmly enforced.

Rules for Day Students

Day students will sit in Study Hall when not in recitation.

They must go home when class work is finished.

They may use the girls' parlor during noon recess.

They may not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Principal, Mrs. Richardson.



Register, 1914-1915

Adam, Dorothy	Illinois	Cockman, Leta	Missouri
Angell, Alberta	Missouri	Coen, Gladys	Missouri
Aid, Mary	Iowa	Connely, Elinor	Missouri
Ball, Edith	Texas	Cook, May	Missouri
Barbee, Maude	Missouri	Cottier, Edith	Missouri
Barnes, Sybil	Missouri	Cox, Carrie Belle	Missouri
Barnett, Ada	Oklahoma	Crandell, Helen	Missouri
Bates, Frances	Missouri	Crenshaw, Grace	Oklahoma
Bates, Matilda	Missouri	Culbertson, Dulce	Missouri
Bates, Rushbrook	Missouri	Cunningham, Gertrude	Missouri
Beagles, Nellie	Missouri	Dautel, Helen	Missouri
Beatty, Mona	Kansas	Davault, Edith	Missouri
Best, Mary	Oklahoma	Davidson, Florence	Missouri
Bishop, Mrs. Althea	Missouri	Davis, Lula	Missouri
Black, Gladys	Missouri	Davis, Mary Frances	Missouri
Blanks, Dorothy	Missouri	Dawson, Rosemary	Missouri
Bledsoe, Vergie	Missouri	Dearing, Mary	Missouri
Boggess, Mary	Missouri	Deke, Edith	Missouri
Brand, Gladys	Missouri	Denmire, Leta	Iowa
Brooks, Marion	Arkansas	Doran, Irene	Missouri
Bruce, Dorinda	Oklahoma	Douglass, Vera	Missouri
Bryan, Kathleen	Missouri	Dudley, Doris	Missouri
Bryant, Louise	Arkansas	Dunaway, Letha	Missouri
Buckner, Mrs. W. R.	Missouri	Elder, Ada May	Missouri
Burks, Mary Lee	Missouri	Enloe, Louise	Missouri
Bybee, Beryl	Kansas	Feurt, Kathryn	Missouri
Cadwell, Frances	Missouri	Forman, Clarice	Missouri
Carman, Rowena	Missouri	Foster, Ada	Missouri
Cave, Julia	Missouri	Foster, Grace	Missouri
Cave, Margaret	Missouri	French, Alleta	Missouri
Chandler, Eleanor	Oklahoma	Froehlich, Velma	Illinois
Chandler, Lois	Missouri	Goodman, Gladys	Missouri
Christie, Fae	Missouri	Gray, Nellie	Texas
Clark, Myrtle	Missouri	Green, Elizabeth	Missouri
Cobb, Alice	Iowa	Greer, Beulah	Missouri

Guthrie, Susie	Missouri
Hamilton, Lena	Kansas
Hancock, Virgiuia	Oklahoma
Hays, Rachel	Missouri
Heizer, Maurine	Missouri
Henderson, Lucile	Missouri
Hensley, Emily	Missouri
Holland, Jewell	Indiana
Holloway, Chachie	Texas
Holloway, Deva	Missouri
Hopkins, Esther	Missouri
Hume, Esther	Missouri
Hurt, Lon	Missouri
Huston, Margaret	Missouri
Jetter, Hulda	Nebraska
Johnson, Eula	Missouri
Johnson, Frances	Missouri
Johnson, Miriam	Missouri
Jones, Allean	Illinois
Kehl, Alta	Missouri
Kelly, Ellen	Kansas
Kelso, Dennie	Missouri
Ketner, Martha	New Mexico
Keys, Kenneth	Kansas
Koenig, Opal	Missouri
Lake, Susie	Missouri
Lallmang, Marguerite	New York
Lawrence, Eunice	Missouri
Leyhe, Edna	Texas
McClure, Elizabeth	Missouri
McCormick, Eva	Missouri
McDaniel, Eddie Lee	Missouri
McIntire, Dorothy	Missouri
McLintic, Aloysia	Kansas
McMurtry, Edna	Missouri
McQueen, Esther	Missouri
Marshall, Nadine	Missouri
Martin, Mrs. Lelia	Missouri
Martin, Lucy	Missouri
Mathews, Martha	Missouri
Mayhew, Nelle	Missouri
Meyer, Evalena	Missouri
Meyer, Susette	Texas
Miller, Ivah	Missouri
Million, Helen	Missouri
McIntyre, Hazel	Missouri
Minor, Lucile	Missouri
Moles, Hazel Tom	Missouri
Moles, Olive	Missouri
Moore, Lottie	Illinois
Moore, Mildred	Iowa
Nason, Eloise	Kansas
Noel, Nellie	Missouri
Nusz, Marie	Kansas
Ockrassa, Anna	Missouri
Paul, Elizabeth	Missouri
Pearl, Frances	Missouri
Pearl, Mildred	Missouri
Peery, Beulah	Missouri
Pickering, Estelle	Missouri
Post, Edith	Missouri
Powell, Norine	Missouri
Rainey, Mary	Missouri
Ransdell, Mary	Missouri
Ransdell, Myrtle	Missouri
Reading, Isabel	Missouri
Reavis, Barbara	Missouri
Rice, Helen	Missouri
Rice, Shelley	Texas
Richards, Lillian	Missouri
Rodgers, Jane	Missouri
Rood, Grace	Missouri
Rosenthal, Helen	Missouri
Sarrasin, Dixie	Kansas
Shirkey, Marie	Missouri
Shoush, Alma	Missouri
Shoush, Cyrene	Missouri
Sims, Lena	Missouri
Sims, Ruth	Oklahoma
Skaggs, Mabel	Illinois
Smith, Colene	Missouri
Snethen, Edith	Missouri
Solt, Helen	Kansas
Spillman, Marie	Missouri
Springston, Christine	Oregon
Stallings, Mary	Missouri
Stallings, Minnie	Missouri
Stevens, Nannie	Missouri
Stewart, Mary	Missouri
Suess, Gertrude	Nebraska

Suess, Martha	Nebraska	Wagner, Marie	Iowa
Sullivan, Helen	Missouri	Wallace, Josephine	Missouri
Switzer, Collene	Missouri	Wallace, Mildred	Missouri
Tandy, Kitty	Kansas	Warren, Opal	Missouri
Taylor, Frances	Missouri	Weightman, Esther	Missouri
Thomas, Marguerite	Missouri	Weightman, Loma	Missouri
Threlkeld, Mabel	Missouri	Whitney, Floy	Missouri
Thurlo, Eula	Missouri	Williams, Anna	Missouri
Todd, Bernice	Missouri	Wilson, Helen	Missouri
Todd, Helen	Missouri	Wilson, Morna	Nebraska
Toliver, Irene	Kansas	Winans, Harriet	Missouri
Tralle, Margaret	Missouri	Woods, Cecil	Missouri
Tralle, Mildred	Missouri	Worrell, Dorothy	Missouri
Tucker, Ethel	Kansas	Wright, Nell	Missouri
Tucker, Julia	Missouri	Wymore, Dorothy	Missouri
Turnage, Myrtle	Missouri	Yost, Edna	Missouri
Vance, Vona	Missouri	Young, Clara	Arkansas



Graduates. 1915

LITERARY

Edith A. Ball, A.A.....Bowie, Texas
 Dorothy Blanks, A.A.....Mexico, Mo.
 Frances L. Cadwell, A.A..Shelbina, Mo.
 Julia Cave, A.A.....Mexico, Mo.
 Mary Dearing, A.A.....Mexico, Mo.
 Rachel E. Hays, A.A.....Kahoka, Mo.
 Edna Rhodes McMurtry, A.A. Mexico, Mo.
 Susette Mayer, A.A.....Bowie, Texas
 Lucile Minor, A.A.....Mexico, Mo.
 Helen Rosenthal, A.A. Jamesport, Mo.
 Mabel A. Skaggs, A.A.....Pekin, Ill.
 Mildred Wallace, A.A.....Mexico, Mo.
 Esther Weightman, A.A. Mound City, Mo.
 Loma Weightman, A.A. Mound City, Mo.
 Anna E. Williams, A.A.....Mexico, Mo.
 Rushbrook Bates, B.L.....Hardin, Mo.

PIANO

Mary Boggess Richmond, Mo.
 Irene Doran Weston, Mo.
 Vera Marie Douglass Mountain Grove, Mo.
 Velma Lucille Froehlich Shawneetown, Ill.
 Ivah Cathryn Miller.. Bloomfield, Mo.
 Shelley Inez RiceTexline, Texas
 Jane Rodgers Mexico, Mo.
 Morna Clair WilsonHarvard, Nebr.
 Dorothy Worrell..... Mexico, Mo.

VOICE

Dulce CulbertsonMexico, Mo.
 Dennie Kelso Mexico, Mo.
 Esther McQueen..... Clarksville, Mo.
 Mary A. Ransdell Paris, Mo.
 Grace Rood Auxvasse, Mo.

ART

Esther Hopkins.....Rock Port, Mo.
 Miriam JohnsonMexico, Mo.

KERAMIC ART

Frances PearlMexico, Mo.

EXPRESSION

Leta Cockman Thayer, Mo.

VIOLIN

Marie Nusz Abilene, Kans.

COMMERCIAL

Gladys Coen... Excelsior Springs, Mo.

HOME ECONOMICS

Grace Foster..... Skidmore, Mo.

Expenses for the Scholastic Year

For shorter time, see paragraph, page 58, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study	\$20.00
Two Literary Studies	40.00
Three Literary Studies	60.00
Four Literary Studies	80.00

BOARDING PUPILS

Board, room, heat, light and full Collegiate (Literary) Course, per Scholastic Year, with or without Physical Culture\$325.00

There are no library or laboratory fees.

(This charge [\$325.00] does not include Music, Art, Expression, Domestic Science or Business Course.)

For the minimum sum of \$350.00 a student may make up a course of any subjects for which the University of Missouri, or a like University, will give credit. This includes all Literary subjects, Home Economics, Harmony, History of Music, and any other subjects included in the list V. 3, page 15.

Boarding pupils whose courses are made up chiefly of Music, Expression, Art, or other special subjects, will be charged \$245.00 the school year for board, room, light and heat, with or without Physical Culture. For literary branches that are added the charges will be \$20.00 for each Literary subject.

Literary subjects cannot be exchanged for additional piano practice or for other items.

The charges for Music, Art, Expression, Home Economics, Round Table, and Business Courses are as follows:

Piano, Professor Arnold E. Guerne, Director (for advanced students), one-half year, \$60.00; whole year	\$120.00
Piano, Miss Covington, one-half year, \$45.00; whole year	80.00
Piano, Miss Sweeney, one-half year, \$45.00; whole year	80.00
Piano, Miss Shotwell, one-half year, \$45.00; whole year	80.00
Practice on Piano, one hour per day, per year	10.00
Voice, individual, Mrs. Kean, half-year, \$55.00; year	100.00
Voice, individual, Miss Gup-ton, half-year, \$40.00; year	80.00
Vocal Music, sightreading in class	10.00
Public School Music Course	20.00
Harmony, in class	20.00
History of Music	20.00
Pipe Organ, one-half year, \$60.00; whole year	100.00
Practice on Organ, two hours per week, per year	20.00
Violin, one-half year, \$45.00; whole year	80.00

A limited number of students of the ninth grade (public school) and under may take of the above teachers with the exception of Prof. Guerne and Mrs. Kean, Piano, Voice and Violin, two lessons a week, one-half year, \$30.00, whole year, \$50.00; one lesson a week, one half year, \$15.00; whole year, \$30.00.

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Painting and Drawing, or either:

Two hours daily in studio (Regular Course), one-half year, \$45.00; whole year ...	\$80.00
Three hours daily in studio, one-half year, \$55.00; year	100.00
Design Class, 6 hours a week	50.00
Individual lessons, one-half hour, each	1.00

Expression, in class, two half-hour lessons per week	30.00
Expression, individual lessons, two half-hour lessons per week, half year, \$45.00; year	80.00
Gymnasium, class instruction, two hour lessons per week, (includes Playground class) half-year, \$10.00; year	15.00
Physiology, 3 lessons a week, under Physical Culture Director, regular literary study with credit	20.00
Typewriting (one semester), \$15.00; whole year	30.00
Stenography, half hour lessons daily (one semester), \$25.00; whole year	50.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, English), one semester, \$60.00; one year	100.00
Bookkeeping, one year	30.00
Cooking, one-half year, \$15.00; whole year	30.00
No materials furnished free by the School.	
Sewing, one-half year, \$12.50; whole year	20.00
Round Table Course, one year	10.00
A small charge for electric irons, chafing dishes, etc.	
Diploma, parchment	10.00

Unless otherwise stated, students enter for the entire school year. One-half of the annual contract price is due and payable September 15, 1915, on entrance, and one-half January 14, 1916. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to Hardin College, John W. Million, President. Bank references are required.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$4.00 per week for board, room, heat, and light.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS

Young women who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition, to the amount of \$50.00, provided the course selected, including board, room, etc., amounts at Catalogue rates to \$350.00 or more, not including the literary tuition. The student gets a \$400.00 course for \$350.00. This free literary tuition can be applied only to literary subjects.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the students, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund.

Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

For information address

JOHN W. MILLION, A.M., LL.D.,
President,
 Mexico, Missouri.

WEEK DAY PROGRAM

Rising bell	6:30
Second bell	7:00
Prayers, Assembly Hall	7:20
Breakfast	7:30
Classes, 60-minute periods	9:00— 1:00
Assembly, faculty and students, Thursday	10:00—11:00
Lunch	1:00— 1:30
Classes	1:30— 3:30
Recreation and Shopping	3:30— 5:45
Dinner	6:00
Study hours	7:30— 9:30
Hot Chocolate	9:30—10:00
Lights out	10:00

SUNDAY PROGRAM

Sunday-School at the College	8:45— 9:30
(Classes by denominations)	
Roll call for church	10:20
Dinner	12:30
Quiet hour	2:00
Lunch	5:30
Parlor meeting	7:00

\$100,000 Needed for Buildings

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be, in addition to the gymnasium just finished, a heating plant, a dining room, an academic hall for literary class room, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment Fund. Steps

are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of dollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."



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All Trains Stop at Mexico

Students coming to Mexico or returning to their homes should not find it difficult to decide upon a route. You will find none more interesting or enjoyable than via the

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I. M. RICHARDS, Ticket Agent, Mexico, Mo.
J. D. McNAMARA, General Passenger Agent, St. Louis, Mo.
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Missouri Military Academy

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The only Military School in Missouri in a DRY TOWN.
Classed "A" by the United States War Department. We
know that we have a method of instruction that will please
you. Give us an opportunity to explain it to you.

Terms reasonable. Take boys from seventh grade to last
year in University Preparatory Course.

COL. E. Y. BURTON

Box 214
MEXICO, MISSOURI

To Students Attending Kardin College:

THE TRAIN SERVICE OF THE
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IS EXCEPTIONALLY FINE

Mexico is on the main line and all trains from Kansas City, St. Louis and Chicago stop here. The College is but a short distance from our station. Your patronage is solicited.

For Free Information, Address

JOHN E. FISH,
Division Passenger Agent
Mexico, Mo.

W. C. MUELLER,
General Agent Passenger Department
Kansas City, Mo.

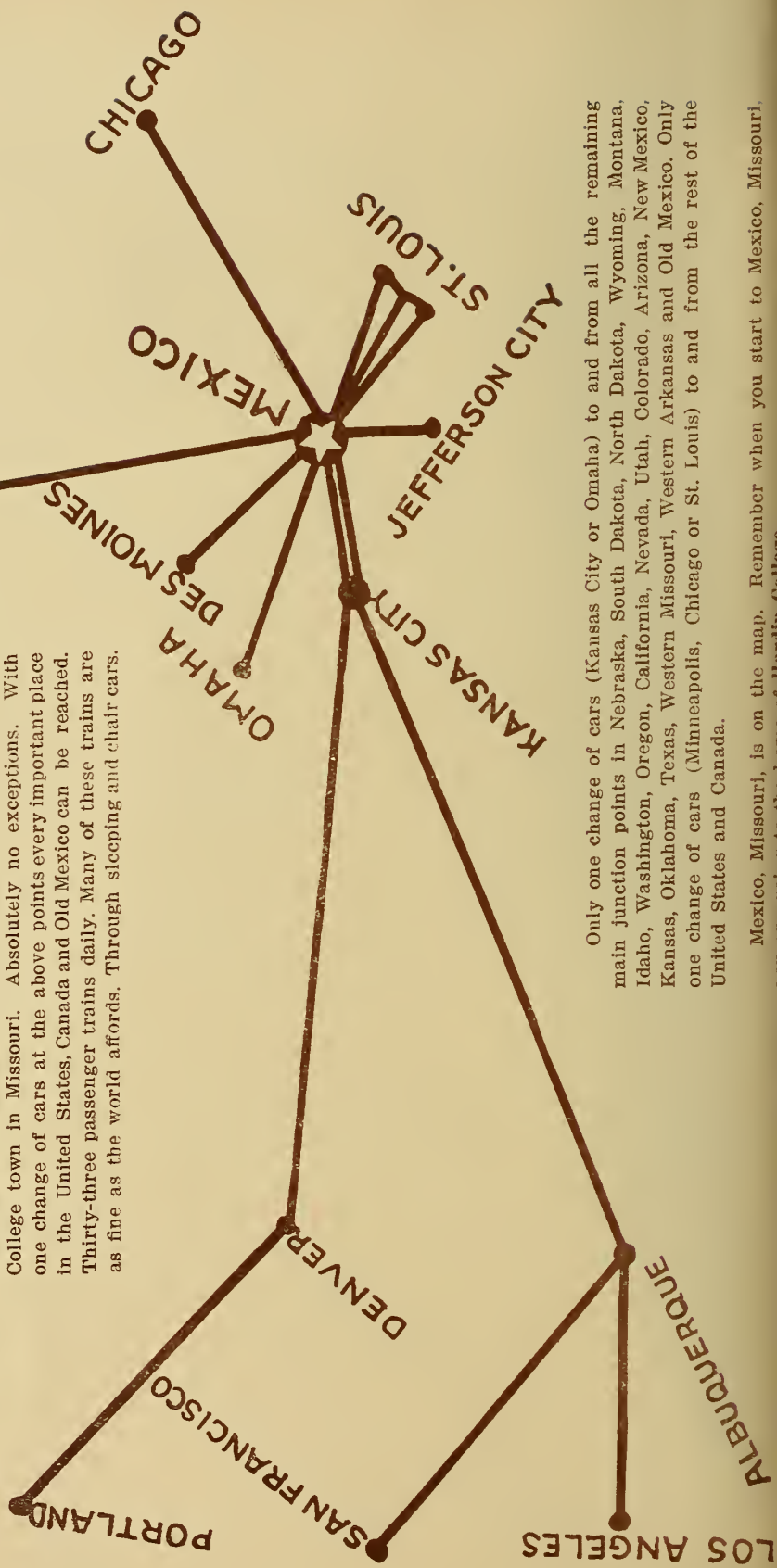
W. H. ABEL,
Assistant Passenger Traffic Manager
St. Louis, Mo.

T. L. MARSHALL,
Agent Chicago & Alton R. R.
Mexico, Mo.

GEO. J. CHARLTON,
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Only one change of cars (Kansas City or Omaha) to and from all the remaining main junction points in Nebraska, South Dakota, North Dakota, Wyoming, Montana, Idaho, Washington, Oregon, California, Nevada, Utah, Colorado, Arizona, New Mexico, Kansas, Oklahoma, Texas, Western Missouri, Western Arkansas and Old Mexico. Only one change of cars (Minneapolis, Chicago or St. Louis) to and from the rest of the United States and Canada.

Mexico, Missouri, is on the map. Remember when you start to Mexico, Missouri, you are going to the home of Hardin College.

Hardin Junior College and **Conservatory of Music** FOR WOMEN

A Junior College
Officially Standardized by the University
of Missouri



Register of Students, 1915-1916
Programme, 1916-1917



MEXICO, MISSOURI

Board of Directors

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JUDGE JOHN A. GUTHRIE *Treasurer of College*

Calendar

Enrollment, Day Students, Wednesday, September 13, 1916.

Enrollment, Boarding Students, begins Thursday, September 14, 1916.

Registration and Classification of Students, Wednesday, Thursday and Friday, September 13, 14, 15. Regular Recitations Friday and Saturday, September 15, 16.

Reception to New Students by the Faculty and Y. W. C. A. Saturday, September 16, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess, about two weeks.

Second Semester begins Tuesday, January 16, 1917.

Easter Recess, two days.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnae Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 27.

Commencement Day, Awarding of all Diplomas, Tuesday, June 5.

Faculty

JOHN W. MILLION, *President,* *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1889-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Author of "State Aid to Railways in Missouri" and "Character and Status of Missouri Schools for Girls;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table, Dean of Literary Department*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical Schools, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MRS. H. M. RICHARDSON, *Principal*

Many years' experience in girls' schools before coming to Hardin College; toured Europe 1906; special work, University of California, summer of 1908; Hardin College since 1902.

GUY C. MOTLEY, *History*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS MARY BLANCHE HILDEBRAND, *English*

A.B., Missouri State University, 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; special work in English, University of Missouri, summer of 1911; University of Chicago, summers of 1915 and 1916; Teacher in Hardin College, since 1910.

O. OLIN GREEN, *Religious Pedagogy*

A.B., William Jewell College, 1896; Professor of Latin and Greek in Pilot Grove Junior College, 1896-98; Full Graduate (Th.M.) Southern Baptist Theological Seminary, Louisville, 1911; Pastor Mt. Vernon Baptist Church, Versailles, Kentucky, 1901-06; Compton Heights Baptist Church, Versailles, Kentucky, 1908-15; First Baptist Church, Mexico, Missouri, 1915.

Faculty—Continued

MISS IDA E. SCHNIREL,
French, German

A.B., Cornell University, 1910; advanced work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11; advanced work Cornell University, summer 1914; Teacher in Hardin College since 1912.

MISS CLARA PATIENCE HAGGARD, *Assistant in Greek and Latin*

A.B., Hardin College, 1911; A.B., University of Missouri, 1912; B.S., in Education, University of Missouri, 1913; Member of Classical Association of the Middle West and South; Teacher in Jackson, (Mo.) High School, 1913-14; Teacher in Mexico (Mo.) High School, 1914-15. Teacher in Hardin 1915-16.

MISS ROSE B. WOOD, *Mathematics*

B.S., Kentucky College for Women, 1901; A.B., Columbia University, 1913. Taught Central College, Hustonville, Ky., 1901-02; Chowan College, Murfreesboro, N. C., 1906-09; Central College, Conway, Ark., 1909-11; Teacher in Hardin College, 1914-16.

MISS ELIZABETH COX, *Education and English*

Graduate, Emporia Kansas State Normal School 1909, receiving Life Certificate; A.B., Kansas State University, 1913; A.M., Kansas State University, 1914; Teacher, country school, 1904-06; Principal of High School, Edgerton, Kansas, 1907-08, 1909 and '10; Prin. of Graded Schools, Riverside, California, 1910-11; Teacher in Hardin College, 1914-16.

MISS ELOISE JAUDON HARRIS, *Science*

B.A., Hollins College, 1912; B.S., Richmond College, 1914; instructor in Science and Mathematics, Oxford College, 1914-15. University of Virginia, summer 1914; University of Chicago, summer 1916; Teacher in Hardin, 1915-16.

MISS LENA M. DICKINSON,
Expression

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Ill., 1909-10; Teacher in Hardin College since 1911.

MRS. BELLE KING FITZGERALD, *Director of Art Department*

Art Diploma from Cincinnati Art Academy; pupil of F. B. Aulich, Gertrude Estabrooks, Genie M. Stewart, Mrs. A. A. Freeze, Mrs. K. C. Cherry and Anne M. Green; pupil of J. Allen Shuffrey, Oxford, England, summers of 1908-10; pupil of Louis Schunzel, 1908-10 and 1912; Director of Art Department Columbia Institute, Columbia, Tenn., one year; Conductor of Art Department in School of Music and Art, Pine Bluff, Ark., two years; Director of Art Department Maddox Seminary, Little Rock, Ark., five years; private studio Little Rock, Ark., four years; Director of Art Department, Crescent College, Eureka Springs, Ark., 1908-13; Teacher in Hardin College, since 1913.

Faculty—Continued

MISS RUTH B. RULE, *Physical Director*

A.B., University of Kansas, 1914, with 31 hours in the Physical Science, Biological Science and professional courses; assistant in the University of Kansas Gymnasium, 1912-14; Chautauqua School of Physical Training, Chautauqua, N. Y., summer 1914; teacher in Hardin College, 1914-16.

MISS CLARA ELIZABETH VOGT, *Home Economics*

Graduate High School, Montgomery, Mo., 1906; special student, University

of Missouri, 1910-12; student, University of Wisconsin, summer 1914; Columbia University, New York, summer 1915; teacher in Hardin College since 1913.

MRS. C. A. BUCKNER, *Commercial Department*

Graduate High School, St. Louis, Mo.; Graduate Barnes' Commercial School, St. Louis; engaged in practical office work five years; teacher Hardin College, Commercial Department, 1896-97; teacher Physical Culture and Commercial Department, 1900-01; teacher, Commercial Department, Hardin College, 1914-16.



German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director
of Instrumental Department,
Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in the same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in Aberdeen Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College since 1910.

MISS MAUDE ERMINE SWEE-
NEY, *Piano, Harmony*

Student in Potter College, Piano and Harmony; Graduate in Piano, Southern Normal School, Bowling Green, Ky.; Teacher's Certificate, Nashville Conservatory of Music; pupil of Emil Liebling, Chicago; pupil of Dr. J. J. B. Wooten, Rafael Joseffy, New York, Josef Lhevinne, Berlin, Germany; teacher of Piano, Ouachita Conservatory, Arkadelphia, Ark., 1907-09; Teacher Bessie Tift College, Forsythe, Ga., 1910-11; head of Piano Department, McMinville College, McMinville, Ore., 1911-13; teacher in Hardin College, 1914-16.

MISS HELEN SHOTWELL,
Piano

Graduate Richmond, Mo., High School, 1912; literary and music course, Hardin College, 1912-14, graduate under Prof. Guerne in Piano, 1914; student in American Conservatory of Music, Chicago, 1914-15. Teacher in Hardin College, 1915-16.

MISS MORNA C. WILSON,
Piano

Graduate in Piano, Hardin College, 1915; teacher in Piano in Central College, Conway, Arkansas, 1915-16.

MISS FLORENCE L. WOODIN,
Voice

Pupil of Housatonic Hall, Great Barrington, Mass., 1890; studied at the Metropolitan College of Music, New York City, 1890-95; after receiving teacher's certificate in music, taught 1895-1900; taught in Liberty Ladies' College, Liberty, Mo., 1900-05; student with Sbriglia in Paris, France, 1905-06; head of the Vocal Department, Washington College, Washington, D. C., 1906-1916.

Faculty—Continued

MISS JESSIE FRANCES GUP- TON, *Voice, Public School Music*

Graduate High School, Montgomery, Mo., 1907; graduate in Voice, Hardin College, 1909; post-graduate work, Hardin College, 1910-11; special work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago, summer 1910; private teaching in Montgomery, Mo., 1908-10; special work under Mr. Oscar Saenger (Opera Coach), New York, summer 1913; special work in tone production under Crudup Vesey, New York, summer 1913; teacher in Hardin College, since 1910.

MISS MARTHA PILCHER, *Vio- lin, Harmony, History of Music*

Student for five years at Cincinnati College of Music, Leandro Campanari,

artist teacher; student two years at the Cincinnati Conservatory of Music, P. A. Tirindelli, artist teacher; four summer seasons with Sol Marcasson, one of America's greatest violinists; special student, Musical Appreciation, University of Wisconsin; teacher Sullins College, Bristol, Va., 1899-1901; Millersburg College, Millersburg, Kentucky, 1901-06; Central College, Lexington, Mo., 1906-11; William Woods College, Fulton, Mo., 1911-16.

MISS CLARA PEARMAN, *As- sistant in Harmony and As- sistant Secretary*

Graduate in Piano, Hardin College, 1914; Post-graduate in Piano, 1915-16.

MISS ELIZABETH MORGAN, *Superintendent of Practice*

Graduate in Piano, Hardin College, 1914; Post-graduate in Piano, 1915-16.

Officers

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary since 1911.

MRS. TINA B. DOBYNS, *Man- ager of Boarding Department*

Full course in Cooking in Hardin College; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909;

Manager of Boarding Department in Hardin College since 1904.

MRS. SALLIE THOMPSON *CRAIG, Governess*

Graduate of Georgetown College, Georgetown, Ky.; Matron of Howard College, Gallatin, Tenn.; of Stevens College, Columbia, Mo.; Principal of Murphy Academy, Murphy, N. C., 1910-12; Matron of Lexington College, Lexington, Mo., 1914-15; of Hardin College, 1915-16.

MISS MARY HUMPHREY, *Night Matron*

Hardin Junior College and Conservatory for Young Women

FOUNDED AND ENDOWED BY
GOV. CHARLES H. HARDIN, AM., LL.D.

LOCATION Mexico, Missouri. Mexico is situated on three lines of railway, the Chicago & Alton, the Alton-Burlington and the Wabash, 110 miles from St. Louis, 166 miles from Kansas City. Mexico is located on the "Divide," a water-shed from which the streams flow south into the Missouri River and east and northeast into the Mississippi River. Because of this location there is no standing water and no swamp land within fifty miles of Mexico in any direction. The college is located in an elevated portion of the city and is thus afforded a beautiful view of the surrounding country.

ORIGIN June 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1915:

Grounds, ten acres, worth.....	\$ 40,000.00
Four Buildings, worth	125,000.00
Endowment	96,000.00
Library, Apparatus, Furniture, worth	20,000.00
Two large residences used in operating the college, worth, including grounds and furnishings	15,000.00
	<hr/>
	\$296,000.00

ENDOWMENT By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal until the endowment amounts to *One-Half Million Dollars* (\$500,000).

The remaining three-fifths, sixty per cent of the income from the endow-

ment fund, are used in making additions, for up-keep, for insurance and other current expenses. Thus the permanency of the institution is assured. The unendowed school in the Twentieth century is engaged in a losing conflict.

GROWTH OF ENDOWMENT Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 (\$36,028) as follows:

1885	.....\$37,265	1903	..... 67,000
1890	..... 45,331	1904	..... 69,000
1895	..... 53,555	1905	..... 71,000
1896	..... 55,128	1909	..... 77,655
1897	..... 57,000	1911	..... 83,000
1898	..... 58,700	1912	..... 84,677
1899	..... 60,600	1913	..... 86,000
1900	..... 62,250	1914	..... 86,750
1901	..... 64,300	1915	..... 89,000
		1916 (Approximate)	..... 96,000

LIBRARY Many additions are being made annually to the Library. The Library is adequate for Junior College work. Among recent books added is a list approved by the State Superintendent for the normal department, or teacher training department.

BUILDINGS On the campus proper there are four buildings—the main dormitory building, three stories and basement; science building, two stories; original building, two stories, now used for music studios and teachers' homes; and the new gymnasium.

Across Jefferson street are two large dwellings, two stories each. One is the President's home, Annex No. 1, and the other, Annex No. 2, is for teachers and officers.

SECURITY FROM FIRE Hardin has adopted and will continue the policy of separate buildings as far as possible. This policy reduces possible damage by fire to the minimum. The work of the college is now carried on in six separate buildings. The distance separating buildings now ranges from 60 to 120 feet. The gymnasium is of fire proof construction. In the six buildings there is a total of 75,000 square feet of floor space. The main dormitory building is exceedingly well protected:

(1) Six stairways lead from the upper to the lower stories; (2) four solid brick walls range east and west through the building and eight brick walls run north and south; (3) five iron ladders on the outside of the main dormitory buildings; (4) a large amount of fire hose in the building; (5) an abundance of water from the city waterworks available on every floor; (6) a night-watch on duty all night; (7) a fire alarm system, including drills; (8)

two substantial fire-escapes (iron stairways); (9) four chemical engines (on wheels), fifteen gallons capacity each, with fifty feet of fire hose attached, one for the basement and one for each floor; several hand fire extinguishers, five gallons capacity.

THE COLLEGE Consists of the faculty, officers and resident students. Parents
FAMILY may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily co-operate with the administration. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

GOVERNMENT Hardin strives for the largest possible measure of self-government in the student body. Literary societies, the Y. W. C. A., class organizations, Greek letter sororities and any other organizations in which student activity is manifested, will be left, as far as possible, to the students. The Faculty, of course, as a court of last resort, reserves the right as final authority on all questions of college government and discipline. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or state.

RELIGIOUS Students attend Sabbath-school at the College and worship
PRIVILEGES in the churches of the city Sunday. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S of the State has a branch in the College. The purpose of
CHRISTIAN the Association is to develop a high spiritual life among
ASSOCIATION those who are already Christians and to do active work among the unconverted. It is hoped that when school days are over, the experience gained at Hardin will enable our students to take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. OFFICERS FOR 1916-1917

President, Ada May Elder	Harrisonville, Missouri
Vice-President, Martha Suess	McCook, Nebraska
Recording Secretary, Dorothy Eagle	Clarence, Missouri
Corresponding Secretary, Emily Boney	Cairo, Missouri
Treasurer, Irene Collier	Stanberry, Missouri
Chairmen of Committees—	
Membership, Martha Suess	McCook, Nebraska
Finance, Gladys Ulen	Dexter, Missouri

Mission Study, Marjorie Comstock	St. Louis, Missouri
Mary Cash	Mayoworth, Wyoming
Program, Elinor Connely	Harrisonville, Missouri
Publicity, Augusta Pitts	Higbee, Missouri
Social Service, Maude Biggs	Vandalia, Missouri
Social, Lillian McCracken	Nowata, Oklahoma
Music, Mildred Casler	Clarence, Missouri

LITERARY SOCIETIES The Delphian and Pierian Literary Societies were organized May 16, 1912. They are under the direct supervision of faculty advisers and meet once in three weeks, when they present programs consisting of debates, readings, and musical numbers. Once during the school year the societies produce a play or musical comedy, and in April a joint debate is held.

It is believed that membership in a literary society tends to promote a higher grade of scholarship, and to encourage a more wide-spread feeling of goodfellowship among the student body. To this end all students are urged to present membership applications early in the school year.

HEALTH, PHYSICAL EXERCISE, RECREATION For a detailed statement as to the work in the Physical Culture Department see page 34. The new gymnasium will make it possible to give systematic physical culture to every student in the school. Systematic exercises will be taught so that the students may profit by such exercises daily with or without a gymnasium.

Regular games and team work will be required of only those who are physically capable. The physical condition of each girl must be known to the director before practice games or final games. Indiscriminate exercise necessitating great strain is nothing less than criminal in the case of girls. No girl will be allowed to practice or play Basket Ball and like games who is not at the time in proper condition.

DIVISION OF LABOR It has been the steady purpose of the management of Hardin College to provide a sufficient number of teachers and officers for the varied work of the institution. The teachers of the institution are twenty-four in number. In addition to the teachers there are five officers who have no teaching duty at all. The President of the institution will not carry more than six hours of teaching work. The Principal gives her entire time to the general supervision of the institution. The Governess gives all her time to the health of the school and the sanitary condition of the dormitory building. The Housekeeper gives her entire time to the dining room and the bill of fare. For safety in case of fire, for the accommodation of students who must go or come during the night, for students who are slightly ill and may need attention and in order that teachers and other officers may not be unnecessarily disturbed, the Night Matron is on duty all night. Thus it will be seen that the

work of the institution is so divided that no one is overburdened. The student body, therefore, reaps the greatest benefit.

THE INFIRMARY Is located on the south side of the building. There are two rooms set aside for those who may be temporarily ill. The rooms are steam heated, and have polished oak floors, are fitted up with hospital beds and other necessary accessories. The Infirmary is under the direct supervision of the Governess.

The Mexico City Hospital is available in cases of emergency.

VACATION TOURS The vacation tour conducted annually by Mrs. Fitzgerald and Mrs. Dobyns will, for the summer of 1916, be taken through Southern California and include a large number of the famous points of scenic interest in the Great American Western Wonderland. The itinerary will include such important points as Denver, Colorado Springs, Grand Canyon, thence through Southern California to the beautiful city of San Diego, where the Panama-California Exposition continues, not only to celebrate the completion and opening of the Panama Canal, but also to bring to man a more comprehensive knowledge of the individual opportunity that awaits him in the West and Southwest. Those who have not seen this exposition will be very much surprised at its magnitude and beauty. Many of the exhibits on view last year at the Panama-Pacific Exposition in San Francisco have been moved to San Diego.

There will be several stop-overs en route. The return trip eastbound from San Francisco takes the party through the Feather River Canon of the Sierra Nevada Mountains by way of Salt Lake City and many other points of interest to tourists before reaching Kansas City.

For information, address Mrs. B. K. Fitzgerald, or
Mrs. T. B. Dobyns, Hardin College, Mexico, Mo.

THE NEWS LETTER A News Letter comprising from four to sixteen pages each issue is published quarterly by the College; is entered at the postoffice at Mexico, Mo., as second class matter and is free to all who receive it. The College will be glad to use as news items in this Letter accounts of the activities of Hardin Clubs, of social matters or movements in which Hardin girls are interested or any matter of information that will be of interest to the College and to women who have been students here. A postal card request will bring the current copy of the News Letter.

FURNISHINGS Each room is supplied with two single iron beds, mattresses, pillows, dresser, wash stand, carpet or rug, window shades, student's library table, chairs, etc. Each pupil should bring one pair of blankets, (single beds, width 36 inches) two white counterpanes, two pairs of sheets, two pairs of pillow cases (size of pillow-slips, 18x36 inches), six towels, six table,

napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat, a hot-water bag, and a bag for soiled clothes marked *with name in full, not initials*. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

THE HONOR SOCIETY The Junior Colleges for Young Women in Missouri are in process of creating an Honor Society. The exact conditions have not been agreed upon. One of the conditions that Hardin has always stood for and always will is a genuine, uniform, high grade of scholarship. Only students ranking "A" (the equivalent of 90 and above on a numerical basis) with occasionally a B+ (85-90) will be able to secure membership in the Honor Society. A list of honor students will be published later.

THE THREE YEARS STATE CERTIFICATE Students who are graduates of standard high schools or who finish the high school work at Hardin and complete two years above high school of standard academic work approved by the University of Missouri and the State Department of Education, taking twelve hours of Education work during the two years, are granted by the State Department of Education at Jefferson City, a certificate authorizing them to teach in the public schools of Missouri for a period of three years.

Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.
2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.
3. The College is not a private institution handicapped by debt, and is not operated for profit.
4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Endowed schools give more for a dollar than the unendowed.

The Junior College

The conditions upon which the University of Missouri admits a school to Junior College rank are given below in a circular sent out by the University.

The *minimum* requirements which a junior college must meet in order to be accredited are as follows:

1. The requirements for admission to the work of the college must be the equivalent of those of the College of Arts and Science in the University of Missouri.

High School subjects which are required for admission are designated in terms of "units." A unit is the equivalent of a subject pursued five forty-minute periods a week for at least thirty-six weeks, except that in the case of physical and biological sciences, and in the case of manual arts, two of the five periods each week must be double periods.

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the (V,3) list on p. 18.

2. If a preparatory school is maintained in connection with the college, its work must be approved by the University of Missouri.

3. The course of study in the college must be two years in length; and the college year, thirty-six weeks.

4. For graduation from the college, the student must complete satisfactorily sixty hours of work, which must be the equivalent of that required in the first two years in the College of Arts and

Science in the University of Missouri. This is as follows:

(a) Six hours of English; (b) Five hours of History; (c) Five hours of Ancient Languages and Literature; (d) Five hours of Modern Languages; (e) Five hours of Mathematics, or Logic and Psychology; (f) Five hours of Physical Science (Astronomy, Chemistry, Geology and Mineralogy, Physics); (g) Five hours of Biological Science (Anatomy and Histology, Botany, Physiology, Zoology).

These requirements may be waived on the following conditions: If the student presents four units for entrance in one of the requirements (b) or (c), or three in (d) or (e), or two in (f) or (g), he will be excused from that requirement. Such exemptions do not excuse the student from the requirement of a total of sixty hours for graduation.

By an hour is meant a 60-minute period of class work, or a 120-minute period of laboratory work (exclusive of preparatory instruction and study, work upon note books that can be done outside of laboratory, etc.), each week for one semester.

5. Students shall not be permitted to carry for credit work amounting to more than 16 hours a week.

6. There must be a sufficient number of teachers to conduct the work without crowding the classes, or without assigning to individual teachers an excessive amount or variety of work.

7. All college teachers should have had training equivalent to four years' work in a standard college, and it is

desirable that they should have completed one year's graduate work.

8. There must be a laboratory for physical science and a laboratory for biological science, each adequately equipped and sufficiently large to permit easily of individual work upon the part of the students.

9. There must be an adequate library equipment.

10. The college must give satisfactory instruction in the work specified in the 4th requirement, and, in addition, must give satisfactory instruction in other courses which the student may take in completing the conditions for graduation.

The University reserves the right to cease to accredit, at any time, a junior college that employs inefficient teachers, or that otherwise fails to maintain the required standard.

An historical statement showing that Hardin College has had practically Junior College rating for fifteen years.

University of the State of Missouri

Columbia

REGISTRAR'S OFFICE

IRVIN SWITZLER

Columbia, Mo., Feb. 12, 1901

Pres. J. W. Million, *Hardin College,*
Mexico, Mo.:

Dear Sir: At a meeting of the Academic Faculty of this University, held February 9th, the following, among other proceedings, were had:

REPORT ON HARDIN COLLEGE.

To The Academic Faculty:

On January 23d and 24th, at the request of President John W. Million, we visited Hardin College, Mexico, and examined into the character of the work done in Mathematics, History, Econom-

ics, English, Greek and Latin. We found the work in these subjects in charge of very competent instructors and most excellently done. The following subjects are open to candidates for the A.B. degree.

(Here follows printed schedule of studies for Freshmen, Sophomore, Junior and Senior classes, as printed in your last catalogue, pp. 21 and 22).

Of the above named subjects Latin is given for a period of five years, Greek for four years, History for four years and Political Economy for one year.

We recommend that A. B. graduates of Hardin College, who present certificates showing that they have completed the above work, be given credit toward the A. B. degree in this University as follows: Latin, 12 hours; Greek, 12 hours; Mathematics, 9 hours; English, 9 hours; History, 9 hours; Political Economy, 3 hours—total, 54 hours.

In case a student completes a less amount of work in the various subjects than that given above, we recommend that the credit given in this University be proportionately less. The credits recommended above are in excess of the requirements for admission.

Respectfully submitted,

J. C. Jones,

Isidor Loeb,

(Signed) H. M. Belden,

Jas. W. Kyle,

J. N. Fellows.

On motion adopted, the Secretary was asked to send a copy of report to President Million, with the recommendation that the recitation periods (for work received as credits by this University) be increased to one hour each. Also: The credits allowed are predicated upon character of work being maintained.

Very truly,

Irvin Switzler,

Secretary Faculty.

Columbia, Mo., Feb. 12, 1901.

General Divisions and Terminology

I. Literary Department.

- A. 1. Academy, four years, equivalent to four years of standard high school accredited by the University of Missouri.
2. College, two years, equivalent to freshman and sophomore of standard college course; or
- B. 1. Preparatory, two years, equivalent to first two years standard high school.
2. Junior College, four years, equivalent to last two years of standard high school and first two years of standard college work.
- C. Courses: Latin, Modern Language, Greek, (Classical), Normal (State certificate), Religious Pedagogy.

II. Fine Arts.

1. Conservatory of Music: Piano, Voice, Violin, Pipe Organ, Theory (Harmony, etc.), History of Music Sight Singing, Public School Music.
2. Expression.
3. Art: Drawing, Pen and Ink, Charcoal, Design, Painting (water colors, oil), Ceramic Art, Clay Modeling, Tapestry, etc.
4. Home Economics (Cooking and Sewing).
5. Round Table; Etiquette, Hygiene, Eugenics; Law, especially with reference to women; What a Young Girl Should Know.

III. Business Department.

1. Bookkeeping and Accounts, Commercial Law, Business Forms.
2. Stenography.

3. Typewriting.
4. Business Correspondence, Office Work, etc.
5. Court Reporting.

IV. Terminology.

1. "Literary" includes only the subjects included in I. (Literary Department) above. It does not include anything under II. (Fine Arts). The only exception is that 8 hours, 4 each semester, of Home Economics may be included with 24 hours (12 each semester) of Literary work to make up a year of 32 hours, and charged for at a given minimum rate.
2. "Unit" means in our Preparatory Department (first two years of standard high school) a subject pursued four 60-minute periods for one year. Four units constitute a year's work. If estimated in semester "hours," 1 unit equals 8 "hours."
3. "Hour" means in the Junior College one 60-minute recitation period carried one-half year. Fifteen recitation periods 60 minutes each carried one-half year equal 15 "hours;" one whole year, 30 "hours;" four years, 120 "hours." This is the University of Missouri count. The two highest years of the Junior College are therefore equal to the 60 hours of the freshman and sophomore years of the State University.
4. Hardin's custom has been to operate a 60-minute schedule in both the high school and college divisions of work. This means that our high school units are made up

of four 60-minute periods instead of five 45-minute periods running through one year. The 60-minute period in Literary classes works in harmony with the 30-minute periods given to individual lessons in Music, Expression, etc.

V. Requirements for Admission.

1. To Preparatory Department, eighth grade work completed.
2. To Junior College, two years of standard high school work completed.
3. To the junior year of Hardin College the requirements are the same as for entrance to the College of Arts and Science in the State University. The University requirement reads as follows:

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in Algebra, one unit in Plane Geometry and two units in one foreign language are fixed requirements. The remaining eight may be selected from the following list, in which is indicated the maximum and minimum number of units accepted in each subject.

Subjects	Maxi- mum	Mini- mum
English	4	3
Algebra (elementary)	1½	1
Plane Geometry	1	1
Solid Geometry	½	½
Plane Trigonometry	½	½
¹ Arithmetic (advanced)	½	½
¹ Algebra (advanced)	½	½
History	4	1
American Government	½	½
Latin	4	2
Greek	3	2
German	3	2
French	3	2
Spanish	3	2
Physics	2	1
Chemistry	2	1
General Biology	1	1
Zoology	2	1
Botany	2	1
² Physiology	1	1
Physical Geography.....	1	1
Agriculture	2	1

Music	1	1
Drawing	2	1
³ Manual Training	2	1
³ Domestic Science and Art..	2	1
³ Economics	½	½
³ Commercial Geography.....	½	½
³ Bookkeeping	1	½
Teacher Training	2	2
4. To Fine Arts courses. These are the same as V. 1, p. 18.		

VI. Requirements for Graduation. Degrees.

1. In Literary courses. A student must complete 120 "hours" covering the four years of Junior College work.

A student who enters from a four-year accredited high school will have already completed the first 60 "hours" work. During the next two years, Junior and Senior, a student who expects to enter a university on graduating from Hardin will be obliged to complete:

(4) 5 "hours" of Ancient Languages and Literature.

(5) 5 "hours" of Physical Science (Physics, Chemistry).

(6) 5 "hours" of Biological Science (Botany, Zoology), and

(7) 29 "hours" of electives,

making a total of 60 "hours." The 31 "hours" of required work is often modified. If a student present four units for entrance in History or Ancient Languages, or three units in Modern Languages or Mathematics, or two units in Physical Science or Biological Science, she will be excused from the re-

¹In cases where the advanced Arithmetic or Algebra is preceded by the elementary courses in Algebra and Plane Geometry.

²In cases where the study of Physiology has been preceded by a year's study of General Biology, Botany or Zoology.

³The maximum amount of commercial and industrial subjects accepted is four units.

(1) 6 "hours" of English.

(2) 5 "hours" of Mathematics, or Logic and Psychology.

(3) 5 "hours" of Modern Languages.

quired work already covered. This exemption will not reduce the total number of 60 "hours." It simply enlarges the field of electives.

A student who does not expect to enter a university upon graduating from Hardin may substitute for part or all of the 10 hours in Science an equal number of hours in other subjects of the same grade.

A student who has completed any course in any four-year standard high school accredited by the University of Missouri, or in any high school of equal rank in any state other than Missouri, will be able to cover the upper 60 "hours" of our Junior College course in two years.

Degree. The completion of the Junior College course, six years at Hardin; or four years in standard high school work or its equivalent and two years in Hardin; entitles the student to the degree of A.A. (Associate in Art). This degree is approved by the State University of Missouri and the University of Chicago.

2. In the Fine Arts and Business Courses.

Candidates for graduation in Music (Piano, Voice, Pipe Organ, Violin), Art (full course), Expression, Home Economics, or Physical Culture must have completed the work of a standard four-year accredited high school or its equivalent.

High School Credits, standard and equivalent, for Candidates for Graduation in Piano, Pipe Organ, Voice, Violin, Expression, Art:

Harmony, 1 unit, for 2 hours a week, 4 semesters.

Drawing, 2 units, for 2 hours a day, 4 days a week, 4 semesters.

Home Economics, 2 units, for 8 hours a week, 4 semesters.

Bookkeeping, 1 unit, for 4 hours a week, 2 semesters.

(See University of Missouri Bulletin. Announcements 1914-1915, pages 49-52.)

Orchestra, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters; or

Chorus Work, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters.

(See University of Missouri Bulletin, Announcements 1914-1915, page 104.)

History of Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Public School Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Class Expression, or Reading, $\frac{1}{4}$ unit, for 2 hours a week, 1 semester.

Round Table, $\frac{1}{4}$ unit, for 1 hour a week, 2 semesters.

Physical Culture, regular Gymnasium work, $\frac{1}{4}$ unit, for 2 hours a week, 2 semesters; or $\frac{1}{2}$ unit, for 4 hours a week, 2 semesters.

Shorthand and Typewriting, $1\frac{1}{2}$ units, for 6 hours a week, 2 semesters. (Shorthand 5 hours; typewriting 1 hour.)

Teacher Training, 2 units, or 12 hours credit for 3 hours a week, 4 semesters.

VII. Certificates and Diplomas.

A high school diploma will be granted to students who finish four years of high school work.

Certificates of Graduation or Diplomas will be granted to students who complete the work in Music, Art, Expression, Home Economics, Physical Culture, Religious Pedagogy, or the full course in Business.

A State Certificate will be granted to the holder of a Certificate of Graduation in Music, Art, Expression, Home Economics, or Physical Culture, authorizing her to teach in the schools of Missouri for a period of five years, after passing a satisfactory examination given by the State Department.

A State Certificate, three-year non-renewable, will be granted without examination by the State to students who finish the degree of A.A., provided 12 hours have been taken in the Department of Education or Normal Department.

Grade or Rank of Literary Work Done at Hardin

HARDIN AT THE UNIVERSITY OF MISSOURI

Miss Frances Mason, Mexico, Mo., A.B., Hardin, 1905; A.B., University of Missouri, August, 1907.

Miss Elizabeth Patterson, Mexico, Mo., A.B. Hardin, 1906; A.B. University of Missouri, June, 1908.

Miss Louise Blackmar, Columbia, Mo., A.B. Hardin, 1906; A.B. University of Missouri, August, 1908.

Miss Anna May Moore, Paris, Mo., A.B. Hardin, 1907; A.B. University of Missouri, June, 1909.

Miss Clara Haggard, Mexico, Mo., A.B., Hardin, 1911; enrolled University of Missouri, September 19, 1911, completed requirement for A.B. summer 1912, degree awarded June, 1913; B.S. in Education, 1913; also in Graduate School.

Miss Lena Johnson, Mexico, Mo. (one year in Hardin following High School); entered the University September 22, 1909, graduated A.B. June 13, 1912.

Miss Frances Graham, Mineola, Mo., A.B., Hardin, 1913; entered the University of Missouri in September, 1913, getting 60 hours credit.

The following graduates of Hardin College entered the University of Missouri at the beginning of the junior year September, 1914:

Miss Lucy Denham, Centralia, Mo., A.A., 1913.

Miss Adaline Miles, Shelbina, Mo., A.A., 1914.

Miss Margaret Million, Mexico, Mo., A.A., 1914.

Miss Martha Shotwell, Richmond, Mo., A.A., 1914.

Miss Mildred Johnson, Mexico, Mo., graduated from Hardin College, A.A., 1913, spent one year in Goucher College, Baltimore, and entered the University of Missouri, September, 1914, at the beginning of the senior year.

The following graduates of Hardin College entered the University of Missouri at the beginning of the junior year September, 1915:

Miss Dorothy Blanks, A.A., 1915, Mexico, Mo.

Miss Julia Cave, A.A., 1915, Mexico, Mo.

Miss Maurine Heizer, A.A., 1914, Mexico, Mo.

The graduates of Hardin, listed below, take the degrees following their names at the Missouri State University, June, 1916:—

Miss Lucy Denham, A.B.

Miss Adaline Miles, A.B.

Miss Margaret Million, A.B.

Miss Martha Shotwell, A.B.

Miss Frances Graham, A.B., B.S.

Miss Myrtle Moore, A.B., B.S.

HARDIN AT THE UNIVERSITY OF CHICAGO

Miss Mabel Proctor, Monroe City, Mo., A.B., Hardin, 1901, taking afterwards part of a year's work at another institution and spending some time in teaching, receiving 27 majors credit "advanced standing," took 9 majors work in the University and graduated

A.B., June, 1908. In residence only four quarters.

Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (St. Louis)

Miss Imogene Franklin, St. Louis,

Mo., A.B. Hardin, 1906; A.B. Washington University, June, 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.

Calendar of Events, 1915-1916

September 15—Enrollment.

September 18—Y. W. C. A. reception to entire school.

September 20—Pierian Society entertain new girls with an Immigrant Party.

September 28—Delphian Literary Society entertained the entire student body and faculty with a hay-rack party and weinie roast.

October 12—The Athletic Association gave a party in which were represented the following schools: Missouri University, Kansas University, William Jewell College, Missouri Military Academy and McMillan High School.

October 14—The birthday of James Whitcomb Riley was celebrated at Assembly hour, the English and Expression Departments having charge of the program.

October 30—The first formal affair of the year, a reception, was given by President and Mrs. Million and the two Literary Societies in the new gymnasium.

November 2—The Science Department took charge of Assembly with a very interesting chemical demonstration.

November 9-13—The Art Department, under the direction of Mrs. Fitzgerald, exhibited a splendid collection of prints of the greatest paintings of the world.

November 15—Synodical and Howard-Payne played basket ball in the

Hardin Gymnasium. After the game an informal reception was held in the College parlors for the players.

November 20—The Literary Societies entertained their new members with an hour at the picture show and lunch at Buckner's.

November 24—Thanksgiving.

December 2—The Voice Department, under the supervision of Mrs. Kean, gave a delightful program in Assembly.

December 2—The William Jewell Glee Club rendered an enjoyable program in the Hardin Auditorium.

December 6—The Dramatic Club, under the management of Miss Dickinson, presented three plays, all successes: "A Box of Monkeys," "A Scrap of Paper," and "Obstinacy."

December 10—Junior Class organized.

December 11—The Missouri Military Academy entertained the Hardin girls with a reception.

December 18—Christmas vacation.

January 14—Mrs. Million entertained her Latin classes by taking them to the "Eternal City."

January—Wm. S. Larned, representative of the Carnegie Foundation, visited Hardin and arranged for an investigation of the teaching activities of Hardin College graduates.

January 28—Examination.

- January 30—The first recital of a series by the C. W. Best artists was held in the Concert Hall, Sala, a Cellist, being the chief performer.
- February 14—The faculty were entertained by the seniors with a Valentine party.
- February 17—The Gymnasium classes furnished the program for Assembly hour.
- February 19—The Missouri University committee, Professors Trenholme, Jones and Schlundt, visited Hardin College.
- February 26—The students gave a "County Fair."
- March 11—The Y. W. C. A. Jubilee meetings began. Miss Latshaw gave an interesting talk after dinner.
- March 12—The Y. W. C. A. exercises were held at the Baptist church, where both Miss Latshaw and Miss Holgate gave splendid talks.
- March 13—The Y. W. C. A. Jubilee closed with a banquet served by the Christian church.
- March 16—A very entertaining music program was given in Assembly by pupils of Miss Covington.
- March 27—The second of the artist series was held in the Auditorium. —Mrs. Fenetta Haskell read J. M. Barrie's "Quality Street."
- March 30—"A Husband for Peggy" was most cleverly and artistically rendered by the Dramatic Club.
- April—Secretary Frank W. Padelford, of the Board of Education, Boston, visited Hardin and examined the work done.
- April 14-15—President Million spent two days at a Conference of the University of Chicago and the Secondary Schools in Relations with the University.
- April 15—A general recital was given by music pupils.
- April 20—Music recital, voice and piano, was given by pupils of Miss Gupton and Miss Covington.
- April 24—Graduate Voice recital by Miss Dorinda Bruce, assisted by Miss Casler, piano.
- May 6—President Million addressed the High School graduating class at Bellflower, Mo.
- May 8—Professor Pommer, of the Missouri State University, visited Hardin College to examine the classes in Harmony and History of Music.
- May 19—President Million delivered the graduating address to the High School at Troy, Mo.
- May 4—Graduating Recital, Piano, and Voice—Pupils of Prof. Guerne and Miss Hurd at Hardin.
- May 8—Graduate Recital, Voice—Miss Anna Ockrassa, Pupil of Miss Gupton at Hardin.
- May 11—Graduate Recital—Violin and Piano—Pupils of Miss Bratton and Prof. Guerne at Hardin.
- May 12—Hardin May Fete.
- May 18—Post Graduate Recital—Piano—Pupils of Prof. Guerne at Hardin.
- May 19—Graduate Recital—Expression Pupils of Miss Dickinson at Hardin.
- May 20—Junior College Tennis tournament, Hardin Campus.
- May 22—Graduate Recital—Piano—Miss Lutie Pigg, pupil of Prof. Guerne at Hardin.
- May 25—Hardin Art Levee.
- May 28—Hardin Baccalaureate Sermon Dr. P. E. Burroughs, Nashville, Tenn.
- May 29—Hardin Alumnae Luncheon.
- May 30—Hardin Class Day Exercises, 10 a. m.
- May 30—Hardin Commencement Address—"The Spiritual Element in History"—Prof. Raymond A. Schwegler, University of Kansas.



Course of Study

Preparatory Course

Eighth Grade Work in Public School Completed.

Two years—First and second years of High School same for all courses following.

Figures in parentheses mean hours of recitation per week.

For description of courses see pages 25-38

FIRST YEAR

English I (4); Latin I (5); Mathematics I (5); Civics (4) first semester, Elementary American History (4) second semester.

SECOND YEAR

English II (4); Latin II (4); Mathematics II (4); Ancient History (4).

Junior College

Officially standardized by the Missouri State University, March 22, 1913.

LATIN COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); Latin III (4).

Electives:—French I (4); German I (4); American History (4); Mathematics III (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4).

Electives:—French II (4); German II (4); English History (4).

JUNIOR YEAR (University Freshman)

Required:—Latin V (3); English V (3); European History (3); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Latin VI (3); Science IV (3).

Electives:—Shakespeare (3); Advanced American History (3); Mathematics IV (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Educational Psychology; Greek; German, or French.

MODERN LANGUAGE COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); French I (4), or German I (4).

Electives:—Latin III (4); American History (4); Mathematics III (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4) French II (4), or German II (4); Science I (4).

Electives:—Latin IV (4); English History (3); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—French III, or German III (3); English V (3); European History (3); Science II (3).

Electives:— Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Science IV (3); French IV, or German IV (3).

Electives:—Same as Senior year, Latin Course, and Latin VI.

CLASSICAL (GREEK) COURSE

FRESHMAN YEAR (Third year standard High School)

English III (4); Latin III (4); Mathematics III (4); Greek I (5).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4); Greek II (4).

Electives:—English History (4); (a) Pedagogy I (2), (b) Bible I (2).

JUNIOR YEAR (University Freshman)

Required:—Greek III (4); Latin V (3); English V (3); Science II (3).

Electives:— Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Greek IV (4); Latin VI (3); Science IV (3).

Electives:—Same as Senior Year, Latin Course (except Greek).

NORMAL COURSE

State Certificate (see pp. 14 and 30).

General Psychology (5) one semester; Educational Psychology (3) one semester; History of Education (2) two semesters; Methods of Teaching (3) one semester; School Man-

agement (3) one semester; twelve hours required. The remaining forty-eight hours are taken from the above courses.

GENERAL STATEMENT

Any combination desired for any given year, or for each year, four years in succession, may be made from the above courses, provided the requisite number of hours is taken.

Students in the Fine Arts courses (music, art, expression, etc.) may take such literary studies, one or more, as they may desire and for which they are prepared. In case of conflicts in arranging literary schedules the courses of the regular literary students have priority.

General Description of Courses

ENGLISH—Miss Mary B. Hildebrand, Miss Elizabeth Cox

English I.—Four hours, two semesters.

An elementary course in English Composition. Study of some masterpieces of literature. Text, Davenport, *A First Book in English*. Miss Cox.

English II.—Four hours, two semesters.

This course attempts to make students familiar with the principles of English Composition. It will consist of exercises based upon text-book study and themes. Study of several masterpieces required for college entrance. Scott & Denney's *English Composition-Rhetoric*. Miss Cox.

English III.—Four hours, two semesters.

English Literature. This course is designed as an introduction to the study of literature. The time will be given to the study of the history of English Literature and of masterpieces. Tappan, *England's Literature*. Miss Hildebrand.

English IV.—Four hours, two semesters.

American Literature. A study is made of the characteristics of the great literary periods. The greater writers are studied in chronological order. Hal-

leck, *American Literature*. Miss Hildebrand.

English V.—Three hours, two semesters (Only graduates of accredited high schools will be admitted to this course).

A. First Semester.—Rhetoric and English Composition.

This course will consist of lectures, short themes, long themes, recitations and conferences. Miss Hildebrand.

B. Second Semester.—Prerequisite—, English V. A.

History and Development of English Literature. Required readings are arranged to illustrate the historical development of English literature. Miss Hildebrand.

English VI.—Three hours, two semesters. Prerequisite—, English V.

A. Shakespeare. This course is devoted to the reading and interpretation of representative plays. Attention will be given to the technique of the drama and Shakespeare's versification.

B. Tennyson and Browning. Miss Hildebrand.

MATHEMATICS—Miss Rose B. Wood

Mathematics I.—Five hours, two semesters.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' *High School Algebra, Elementary Course*.

Mathematics II.—Four hours, two semesters.

Plane Geometry.—This course de-

velops the student's power of reasoning and gives practice in geometric construction, systematic arrangement of work and solution of original problems. Well's *New Plane and Solid Geometry*.

Mathematics III.—Four hours, two semesters.

First Semester.—Solid Geometry, including geometric drawing and the so-

lution of many practical problems.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with emphasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binomial theorem; logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course.

HISTORY—Mr. Guy Motley

History II.—Four hours, two semesters.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, West, "Ancient History," Guerber's "Myths of Greece and Rome."

History IV.—Four hours, two semesters.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work.

History V.—Five hours, one semester.

Mediaeval and Modern Europe, from the migrations of the nations to 1789 or 1815. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-

Mathematics IV.—Three hours, two semesters.

First Semester.—Plane and Spherical Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra.

Spanish Power, the Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII, and Louis XIV; Colbert's work; and Northern nations; the Southeastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work.

History VI.—Five hours, one semester.

American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Muzzey's American History.

American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with

more or less emphasis. Source-work will be largely used. Texts, Muzzy's "History of the American People," Wilson's "Division and Reunion." Such

secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use.

POLITICAL ECONOMY—*President Million.* Two hours, two semesters.

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Alvin S. Johnson's "Introduction to Economics."

RELIGIOUS PEDAGOGY—*O. Olin Green*

The department of Religious Pedagogy in Hardin College was the first in any college in Missouri and the first in a junior college anywhere. It was established by a vote of the trustees early in the year 1911, with Prof. Henry Edward Tralle in charge. The work was begun with the opening of the fall semester of the same year, with a fine enrollment, and, during the years following, there have been enrolled in the department more than one-fourth of all the students in the school.

For the use of the students in the department, there has been established a special library containing several hundred volumes of selected books on psychology, pedagogy and the Bible, and also sets of graded lesson helps and teacher-training text-books, together with Bible maps, Oriental models and samples of graded handwork.

The courses in Religious Pedagogy provide definite training for practical Christian service in home and church. The students in this department are prepared for effective teaching in the Sunday-school and for leading training classes, prayer-meetings, etc.

1. Pedagogy I—Elements of Sunday School Teaching (one hour, first semester, and one hour, second semester). An elementary, comprehensive course in practical Sunday-school work, including lessons on the pupil, the teacher, the school and the Bible, with practice and observation work in the Sunday-schools of the city and with

references to the literature of the subjects treated.

The text-book used in this course is the New Normal Manual. On the successful completion of this book a Normal Diploma will be given the student.

2. Bible I—Old Testament History and Literature (one hour, first semester). A general, systematic course introductory to the intelligent study of the Old Testament. The student is led into a knowledge of the historical background and the vital teachings of the Old Testament and into an appreciation of these books as literature. The Scriptures themselves constitute the chief text. These, however, are supplemented by a class-book; "Old Testament Studies," by Dr. P. E. Burroughs. This book is admirably adapted to the study of the Old Testament as it gives the Old Testament history in broad outlines, scriptural references, helpful suggestions and much valuable information.

3. Bible II.—New Testament History and Literature (one hour, second semester). A constructive study of the personality and work of Jesus and of his fundamental teachings, and of their practical interpretations in the activity and teachings of the apostles and in the growth and extension of Christianity during the first Christian century. The New Testament will be the chief text-book but as a guide to the Scriptures

Robertson's "Studies in the New Testament" will be used.

Story-Telling. In the study of the Old and New Testaments the art of story-telling are given considerable attention. The fundamental principles of the story and the art of its effective

use in religious teaching are obtained by lecture and from the reference library. Selected stories from the Bible are analyzed and students are drilled in the making and telling of graded stories.

GREEK—*Mrs. Million and Miss Clara Haggard*

The course in Greek covers four years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

Greek I.—Five hours, two semesters.

First Semester.

Texts, White's First Year Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

LATIN—*Mrs. Million and Miss Clara Haggard*

Latin I.—Four hours, two semesters.

Texts, D'Ooges First Year Latin. Miss Haggard.

Latin II.—Four hours, two semesters.

Texts, Potter's Caesar; Barss' Writing Latin, Book I. Miss Haggard.

Latin III.—Four hours, two semesters.

Texts, D'Ooge's "Cicero;" Beuett's Latin Grammar; Barss' Writing Latin, Book II. Miss Haggard.

Latin IV.—Four hours, two semesters.

The equivalent of four books of Caesar and six orations of Cicero is required before entering this class. Texts, Frieze's "Vergil;" Mythology, Guerber's "Myths of Greece and Rome." Miss Haggard.

Latin V.—Three hours, two semesters.

A. First Semester.—Horace, the "Odes" and "Epodes." The literary

Second Semester—

Texts, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

Greek II.—Three hours, two semesters.

First Semester.

Text, Bristol's "Lysias," ten orations. Prose Composition.

Second Semester.—Odyssey.

Greek III.—Three hours, two semesters.

Tragedy and Comedy. Mrs. Milliou.

study will be emphasized. Text, Bennett.

Second Semester.—Horace, Satires and Epistles. Mrs. Million.

B. First Semester.—Two hours. Ovid.

Second Semester.—Three hours. Roman Comedy, Terence. Mrs. Milliou.

Latin VI.—Three hours, two semesters.

First Semester.—Text, Abbott's "Cicero's Letters." Selected Letters and a study of the times as shown in the letters.

Second Semester. — Pliny. Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES—*Miss Ida E. Schnirel*

German I.—Four hours, two semesters. Spauhoofd's Elementary Book of Ger-

man Speech. "Gluck Auf" and "Im Vaterland." Translation, dictation, mem-

orizing of German poems and songs, conversation and study of German geography.

German I.—Four hours, two semesters (College).

Joynes & Wesselhoeft's German Grammar. Bacon's "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography. Study of stories and legends of old German heroes.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems and six German songs.

German II.—Four hours, two semesters.

Thomas' Practical German Grammar (revised). Selections from representative modern authors. Conversation, dictation and translation into German.

German III.—Three hours, two semesters.

Bernhardt's Composition. Sight translation, conversation and dictation. Reading of modern representative authors—Lessing, Schiller, Heine. Mem-

SCIENCE—*Miss Eloise J. Harris*

Science I, two semesters.

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss.

Science II, one semester.

Chemistry.—A study of the nonmet-

orizing famous German poems and singing of more difficult songs.

German IV.—Three hours, two semesters.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

French I.—Four hours, two semesters.

Fraser & Squair's Shorter French Course. "Le Tour de la France par Deux Enfants." Dictation, translation, conversation, memorizing six poems, and study of French geography.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

French II.—Four hours, two semesters.

Fraser and Squair's Grammar, Reading of French classics, representative authors. Conversation, dictation, translation into French.

French III.—Three hours, two semesters.

Study of French authors and classics of XVIII. century.

als and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. Three lecture periods and two double periods for laboratory work.

Science III, three hours, one semester.

Household Chemistry.—(Prerequisite, General Chemistry). An elementary course in Organic Chemistry of foods. Required of all students who take advanced work in Home Economics.

Science IV, one semester.

Botany.—An elementary course in College Botany. It will include a study of the general structure of plants, adaptation of the nutritive organs of plants, respiration and the production of energy in plants, reproduction in plants, plant propagation, plants in their relation to human welfare, plant classification, etc. The laboratory work will require a carefully kept note book, with drawings by the student. The laboratory work and the reference reading are

outlined by the instructor. Three lecture periods and two double periods for laboratory work.

Science V, three hours, one semester.

General Bacteriology.—(Prerequisite, General Botany). A general course in the fundamental principles of Bacteriology. Required of all students who take advanced work in Home Economics.

N. B.—All the laboratory periods are double periods—that is, two hours.

HISTORY OF ART—Mrs. Helen L. Million

A brief outline of the principles of Art. Study of the development of Architecture. Sculpture and Painting; description of some masterpieces in

each, with brief sketches of famous artists. Text, Reinach's "Apollo." Two hours.

EDUCATION—Miss Elizabeth Cox

Our State Department is showing a broader sympathy in the educational work of the state.

The State Department, recognizing the educational merit of the Junior College, has issued the following statement, which grants upon the stated conditions a certificate authorizing the holder to teach for a period of three years in the public schools of Missouri.

To Junior Colleges Accredited by the University of Missouri:

A State certificate, known as a Junior College Graduate Certificate, authorizing the holder thereof to teach in the public schools of Missouri for a period of three years will be issued to the graduates of those institutions accredited by the University of Missouri as junior colleges. A minimum of twelve hours in education shall be required of all applicants for this certificate.

General Psychology.—An introductory course in general psychology based upon such texts as Thorndyke's *Elements of Psychology*, James' *Briefer Course in Psychology*, Calkins' *First Book in Psychology*, supplemented by *Experiments*

in Psychology with a laboratory manual. Five hours, one semester.

Three hours, one semester. *Methods of Teaching*.—This course should consist of a study in the application of the general principles of teaching to the various subjects of the elementary school curriculum and should be paralleled by as much critical observation in the teaching of these subjects as possible. No credit in College of Arts and Science (A.B.), University of Missouri. Text: McMurry's

Special Methods Series.

Three hours, one semester.—*School Management*.—A general treatment of the important administrative problems of rural, elementary and high school teachers and a study of the relations obtaining between the teacher and the pupil, the teacher and the principal, the teacher and the community, the teacher and the State. No credit in College of Arts and Science (A.B.), University of Missouri. Text: Strayer. *The Teaching Process*, or an equivalent text.

Two hours, two semesters.—*History of Education*.—A study of the educa-

tional ideals and practice of those historic periods during which conceptions of education based on fundamental principles have been formulated. The principles should be considered in their application to the subject matter, method and organization of present day education. The aim should be to present the central feature of past educational thought as a basis for the study of present day tendencies. Texts: Monroe,

Elementary History of Education, or an equivalent text.

Three hours, one semester.—*Educational Psychology*.—This course should present the main facts concerning the nature and development of the mind during childhood and youth with special reference to the meaning of these facts to the teacher. General psychology must be required as a prerequisite. Text: Pyle, *Outlines of Educational Psychology*, or an equivalent text.

STEREOPTICONS

Two high-grade Stereopticons have been installed for regular use in classroom work and in lectures. The stereopticon has already been used with great success in the History of Art

course. There are great possibilities for the stereopticon not only in Art History, but in the classics, History, English, Science and History of Music.

Honors

A gold medal (\$10) is awarded to the young lady in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to some literary degree.

Recent winners of scholarship medals:

Miss Linnie Scott, Clinton, Mo., 1909.

Miss Pauline Bretch, Hobart, Okla., 1910.

Miss Lucy Denham, Mexico, Mo., 1911.

Two awards 1912:

Miss Alberta Griswold, Clarence, Mo.

Miss Helen Vaughan, Big Spring, Texas.

Miss Mary Sears, Pingtu, China, 1913.

Miss Ruth Cook, Mexico, Mo., 1914.

Miss Martha Mathews, Louisiana, Mo., 1915.

Degrees

(Honors will not be conferred until all bills are paid.)

The degrees of A.A., Associate in Arts, the Junior College degree approved by the University of Chicago and the University of Missouri, will be conferred upon students who complete any one of the four courses: Latin, Modern Language, Classical, Normal, (pp. 23-24). Students completing any one of these courses and receiving the A.A. degree from Hardin College will be admitted to the junior year of the Missouri State University without examination and with 60 hours credit, or the same as if they had attended the State University two years. No other Literary degrees are given by Hardin College.

Students who reach a standard of 90 per cent in examinations combined with class grades during the year are marked distinguished and their names published on Commencement day.

COMMERCIAL DEPARTMENT—Mrs. C. A. Buckner

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Lumber, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Pittman System or some standard system will be used for correspondence, and in advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—The Touch Method is taught. The chart is used until students can carry the complete mental picture.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, will receive a certificate of proficiency in the subject finished.

Students who are graduates of four year High Schools, and who finish the entire course, Bookkeeping, Shorthand, and typewriting, will receive a Diploma, entitled Proficient in Accounts, and are then qualified to fill office positions capably.

While in school the pupils are given special work from the office to arrange and write, ready for the printer. They are especially trained in addressing envelopes, writing circular letters, arranging work for Annuals, Catalogues, and arranging work for Dramatic Department.

DEPARTMENT OF EXPRESSION—Miss Lena M. Dickinson

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions ac-

cording to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progressive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—Individual Work. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the registers, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercises for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—Individual Work. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the great masterpieces of literature. Character delineations. Recitals.

Third Year.—Individual Work. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture. Scenes from Shakespeare and the interpretation of works by the great masters.

Class Expression, or Reading.—The aim in Reading is to give the student power to interpret the written or printed page and train the mind to give out the ideas thus obtained with feeling and conviction. Reading thus taught is an art and rests upon recognized laws of nature. These laws are so arranged as to give the student power to grasp with the least effort the thought on the written or printed page and to give that thought out to her hearers with clearness of interpretation.

The student is drilled with the class as a critical audience in order to de-

velop at the moment of speech mental activity in both the student and the class. Enunciation and pronunciation are given much attention. In mastering the voice the student must learn to control the breath and tone projection in order to eradicate the faults in the use of the voice and secure flexibility, smoothness and power. Only through the exercise of the powers of expression will the student gain additional power. A correct and pleasing use of our mother tongue contributes much to our success, socially and commercially.

There will be a great deal of reading at sight of selected passages from the best literature, including selections from the Bible, current periodicals and the daily newspaper. There will be a limited amount of committing to memory as a regular part of the work in the Reading classes. The Reading classes will not be allowed to exceed fifteen in number. Each class will be met twice a week for one hour, one semester.

Credit given for one hour twice a week, one semester, 1-4 of one high school unit.

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill Work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty which refines the character, and gives ease and grace by a physical response to the thought. Plays are studied in a two-fold relation as dramatic art and as literature.

Candidates for graduation must complete the course of a standard high school or its equivalent and the course in Expression as here outlined. Stu-

dents meeting these requirements will be granted a diploma.

Texts, "Evolution of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING—Miss Ruth Barbara Rule

No class of people need Physical Training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort.

For this reason Physical Culture is required of all students except those who are excused by a regular physician.

COURSES

ELEMENTARY TRAINING This course covers a series of developing and corrective exercises of the simpler forms. The exercises are for the general benefit of health, freedom of movement, grace and poise. Much attention is given to the method of standing and walking and deep breathing. The simpler exercises in dumb bells, wands, Indian clubs, poles and rubber balls are used. The student is trained for the purpose of acquiring the power of coordination and sense of rhythm that she may gain results in grace, ease of movement and self-reliance. The personal needs of the student are always kept in mind.

Required of all students except those sufficiently advanced for upper classes or excused by a physician.

Three hours a week, two semesters. Credit equivalent to 1-4 of high school unit.

ADVANCED TRAINING German tactics, Swedish gymnastics, light apparatus, fancy steps and folk games further developed during the second year. Highly organized games, such as tennis, volley-ball, basket-ball, indoor base-ball and hockey, comprise the recreative portion of the work.

Two hours a week two semesters, instruction and exercises. Credit two hours on either high school or college work.

A physical examination is given by the physical director to every student on entering the college. The student is assigned to class work in accordance with this examination and previous training.

Corrective Exercises, Personal Hygiene, Rules of Living and Forms of Exercise that can be used after college days are over are taught throughout the courses.

Allied courses, such as Eugenics, First Aid to the Injured, are given under the head of Round Table lectures by Mrs. Million.

PLAYGROUND In this course are considered the theories of play and the efficient management of recreation in public schools and playgrounds. Both organized and unorganized games, including singing games and folk dances, are taught. This course will be found invaluable to those preparing to teach primary work, and is free to all taking regular class work in Gymnasium. Two hours a week.

PHYSICAL THEORY OF TRAINING The principles of exercise are considered in detail in this course, which also includes a study of The History of Physical Training, Sports and Games and the Swedish Systems of Physical Training. An opportunity is given for practical application of theory. Two hours a week.

PHYSIOLOGY A general course in Advanced Physiology. Text, Martin's "Human Body." Required of all students taking Theory of Physical Training. Three hours a week.

GYMNASIUM The Gymnasium building is a fire proof building, brick, steel and concrete, 102 feet long by 55 wide, two stories high, costing \$25,000.

Along one side and one end there is a double tier of sound-proof piano practice rooms and teachers' studios. There will be no practice pianos located in the main dormitory building.

The floors in the Gymnasium and in the studios are laid upon concrete.

ROUND TABLE—*Mrs. J. W. Million, Conductor*

The Round Table.—One hour. Credit, 1-4 of high school unit.

Etiquette and the principles involved.

Hygiene.—Dress and the principles of Hygiene and aesthetics governing it.

Mental Hygiene.—*Sex Hygiene*. *Eugenics*.

ART DEPARTMENT—*Mrs. Belle King Fitzgerald*

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artist material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

OUTLINES OF COURSES

1. *First Year Drawing*.—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature, (water colors); modeling in clay; perspective. One year.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses, and

The building is of pressed brick and concrete. The roof is of red tile, supported by steel.

The exercise room is available for in-door tennis, basket-ball and any other games every day in the year, no matter what the weather conditions are.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

A course of Mother Talks and discussions with girls about what they ought to know.

the training obtained is equally valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing*.—Drawing from casts of heads, busts, still life, in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching, water colors. One year.

3. *Painting*.—Simple studies in still life. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition, Art Club and Sketch Class. One year.

4. *Advanced Painting*.—Painting in oil from life, nature, still life; portrait study in the Life Class; composition; perspective; Art Club and Sketch Class; Art History. One year.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leather-craft.

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion.

Students completing the above four courses and a standard high school course or its equivalent in which History of Art, Design, Drawing, etc., will be given due credit, will be awarded a diploma in Art.

Students who complete one year in Drawing, three years in China Painting and a standard high school course or its equivalent, in which History of Art, Design, etc., will be given due credit,

HOME ECONOMICS—*Miss Clara Elizabeth Vogt*

Foods I.—Five hours college credit.—

Three hours first semester, two the second semester.

This is an introductory course to Home Economics, running throughout the entire year, giving the problems involved in household sanitation, care, and household management, along with an elementary course in cooking.

Foods II.—Six hours college credit.—

Three hours each semester.

This course is given the second year. It is an advanced course in Cooking and takes up the study of the composition of foods, their digestion and absorption, their nutritive value and use in the body. The relation of bacteriology, chemistry and physiology to food work is studied and applied. A complete and thorough course in cooking is given. At the end of the school term meals are planned at definite cost and served to members of the faculty.

Sewing I.—Four hours college credit.—

Two hours each semester.

This work consists almost entirely of laboratory practice. A brief survey of the origin and composition of the different textile fibres is given. Hand and machine sewing are done, including the fundamental stitches, the drafting and making of underwear and simple garments. Students provide all materials.

will be awarded a diploma in Ceramic Art.

A student may enter any of the above courses for special work without a previous knowledge of Drawing, provided she does not enter for graduation.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kiln No. 7 Special used in the Art Room.

Sewing II.—Three hours college credit.

Dressmaking, elementary. This course includes the cutting and making of a cotton dress, a tailored silk shirt, a wool skirt, a lingerie blouse and a cotton skirt. Students provide the materials subject to the approval of the instructor.

House Sanitation.—Three hours college credit.

A complete study of the home is given in regard to its location, surroundings, construction, heating, ventilation, drainage, water supply and proper care of the house. Laws of municipal sanitation in relation to the household are taken up and studied.

Textiles and Clothing.—Five hours college credit.

A study of the different textile fibres, their origin and industry, is taken up in this course. The principles of laundry work are given; the removal of stains; the detection of the different textile fibers; the proper way of cleansing them, together with the proper care of fine laces and embroidery. Clothing is considered from the standpoint of hygiene, economics and art.

Home Nursing.—One hour college credit.

This is a one hour course given entirely to the nursing and caring for the ill in the home.

Hardin Conservatory of Music

Chartered by the State. with Power to Confer Degrees and Grant
Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY has gained an enviable reputation, and justly so by reason of the work it has accomplished.

The Advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performance of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career:

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later a student under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist

in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne England, one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates. One year private teaching in New York City, and since 1893 in Mexico, Mo., continuously in Hardin College with the exception of four years.

MISS FLORENCE L. WOODIN

After attending public schools, Miss Woodin enrolled as a student at Housatonic Hall, Great Barrington, Massachusetts. She then attended the Metropolitan College of Music in New York City for a period of four years. Upon receiving a teacher's certificate she taught in the College of Music for five years. She next accepted a position in Liberty College for Young Women, Liberty, Missouri, and taught there for a period of five years. Realizing the great value of foreign study, Miss Woodin went to Paris, France, and studied for a year under Sbriglia. On returning from Paris she accepted a position in Washington College for Young Women, Washington, D. C., where she has been head of the Voice Department for the past ten years.

The following statement is from M. E. Palmer, Proprietor, Metropolitan College of Music, New York City:—

"Miss Florence L. Woodin, who is at the head of the Vocal Department of the Liberty Ladies' College, has had fine training for such a position. She began her musical studies while a pupil in Housatonic Hall Seminary, Great Barrington, Massachusetts, and went from there to the Metropolitan College of Music in New York City, of which the great composer, Dudley Buck, is president, and the Rt. Rev. Bishop Henry Potter one of the Board of Trustees. There she studied tone development with H. W. Greene; interpretation of German songs with Dr. John C. Griggs; Oratorio and English songs with Dudley Buck; Italian and French songs with Signor del Papa; operatic selections with Agromonte and F. C. Packard; and later tone culture and interpretation with E. Presson Miller, who is a student and close follower of the methods of Sbriglia of Paris. Miss Woodin also studied with Henschel of London, and her certificate for teaching is signed by Gottlieb Fadelien. Her ability to

teach was so decidedly shown in the normal work required in the College-course that she was elected one of the College Faculty, which position she has successfully filled for five years.

"I cordially recommend Miss Florence L. Woodin to any position that she shall desire to assume. Her work in our school is of the highest grade, is so considered by associate teachers and heads of departments. She is a musician and student. Her work with me in the school and residence has been tactful and unexceptionally excellent. I consider any school fortunate in obtaining her services."

The following statement is from E. Presson Miller, Teacher of Singing, 826 Carnegie Hall, New York, date of May 3, 1916:—

"I congratulate you upon securing Miss Florence Woodin as a teacher of Voice for the coming year. Miss Woodin was a pupil of mine and assistant teacher at the Metropolitan College of Music, this city, where I was director of the Voice Department for five years before coming to Carnegie Hall.

Miss Woodin is a teacher of wide experience and has had splendid training both in this country and abroad. I assure you that she will give entire satisfaction in everything that you require of her. I have many teachers in the different colleges and schools throughout the country but none have shown better results than she."

A special circular concerning Miss Woodin will be sent to all parties interested.



Course of Study

Piano Forte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students the mental and muscular habits which will lead them to the fulfillment of the laws of touch. Great players observe these laws more or less intuitively, but Piano Schools as a rule take little account of them and hence the paucity of results. Experience leads us to assert that a pupil taught rationally, can, in two years, with one hour of daily practice, attain far better results than does the average student in six years, with two or three hours practice daily. The hands and fingers of the average student are not stiff naturally. Finger and hand gymnastics are absolutely unnecessary if, as pointed out by Dr. Steinhausen in his epoch-making work, "The Physiological Mistakes in Pianoforte Playing and How to Correct Them," only as much as the ground form of the touch movement has been fully realized and is being applied in teaching and practices, viz.: A swinging movement of the whole mass of the arm from the shoulder downward in conjunction with a swinging, rolling motion of the forearm and swinging action of hand and fingers. As Dr. Steinhausen remarks: "The average beginner can be taught the equalization of the fingers in a few moments. How much useless practice, how much precious time has been spent on a Phantom."

The system of teaching has to adapt itself to the individual needs of each and every particular student. All have eventually to learn the same things but the order and the ways employed must depend almost entirely on individual needs. The following will give an idea of the work to be covered:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode, and others.

First Year.—Czerny-Germer, Selected Studies, Volume I.; Kohler, Studies, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau, Haydn, Mozart, Dussek, Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerny-Germer. Selected Studies from Op. 299 (School of Velocity), 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, Studies for Rhythm and Expression; Bach, J. S., easier compositions (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bulow, Studies; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaiakowsky, Moszkowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum;" Moscheles, Op. 70; Kullak, School of Octaves; McDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach, "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xavier and Philip Scharwenka, Saint-Saens, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Harmony, two years; History of Music, one year.

Post-Graduate Course.—Tausig, Daily Studies; Phillip's School of Octave Playing; Etudes by Chopin, Rubinstein, Liszt, MacDowell, Moszkowski, etc.; Bach, "Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff, Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on *Good* rather than *Long* practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

- 1 An absolutely clear comprehension of the principal points to be studied in the music at hand.
- 2 A clear perception of where the difficulties lie, and
- 3 A clear understanding of the way in which to overcome those difficulties.

DIPLOMAS IN PIANO

Candidates for graduation in Piano must have covered the technique of the course as stated above, must have completed the equivalent of a four-year accredited high school course, in which Harmony and History of Music are given due credit, and give a recital, the program of which must be of the Senior course standard. In all but very exceptional cases students already advanced when entering Hardin will be required to spend from two to three full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano. (See page 19).

Voice

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual), Sight-reading; Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi, Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi; Op. 11.; Panofka, Op. 81, Part 1.; Harmony (one year; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, real vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. III.; Masterpiece of Vocalization (Max Spicker) No's. 3 and 4; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year), German or French (one year); and one year in Sight-singing and Ear-training.

Voice, Sight Singing and Ear Training

MISS FRANCES GUPTON

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four-part exercises and songs. Advanced work in Ear-training.

DIPLOMA IN VOICE

Candidates for graduation in Voice must have completed the technique of the course above, the work in Sight Singing and Ear-training, the equivalent of a four-year accredited high school course, in which one year of Harmony, one year of History of Music and one year in either French or German will be duly credited, the second year's work in Piano and acquit themselves accredit-

ably in public recitals. The completion of this course, a three years' course (two of which must be in this Conservatory except in cases of extended previous training and of unusual ability), entitles the student to a diploma in Voice. (See page 19).

Public School Music

MISS FRANCES GUPTON

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many instances, are not fitted for concert or church work.

Text: The Primer and Books I., II. and Alternate III. of the Modern Music Series, and Books I., II. and III. of the Manuscript Series of Vocal Music, one hour a week, two semesters, credit two hours; History of Music, two hours a week, two semesters, credit four hours; Harmony, two hours a week, two semesters, credit four hours; Sight Singing, one hour a week, two semesters, credit two hours; Piano, one hour a week (two lessons), two semesters, credit two hours; Piano practice, two hours a day, two semesters, credit ten hours; Voice, one hour a week (two lessons), two semesters, credit two hours; Voice practice, five hours a week, two semesters, credit five hours.

Students completing the course in Public School Music, together with Junior Harmony, the standard High School course or its equivalent will be awarded a Certificate of Proficiency in Public School Music. For high school credit, see page 19.

Post-Graduate Class—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third year (Junior work) in Piano.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with and following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; Six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern school of Organ playing, represented by Guilmant, Widor, Saint-Saens, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.00.

Violin

MISS MARTHA PILCHER

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I, of Grun, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.

Grade II.—De Beriot, Vol. I. (Positions.) Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Specials. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Kreutzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Selections from Bach Sonatas. Schradieck, Chord Studies.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

DIPLOMAS IN VIOLIN

Candidates for graduation in Violin must complete a standard High School course or its equivalent in which two years of Harmony and one year of Musical History will be given proper credit (see page 19), the five grades of the Violin course and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS MAUDE SWEENEY, MISS MARTHA PILCHER
and MISS CLARA PEARMAN

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concord and discord). Harmonizing of short musical sentences, chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year.—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.).

Second Semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course.—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms. Text, Goetschius' Elementary Counterpoint.

Two years required for graduation in Piano and Violin; one in Voice. For high school credit, see page .

History of Music

MISS MARTHA PILCHER

Text book: Baltzall, together with Hamilton's "Outline of History." One year required for graduation in Piano, Voice, Violin. (See page 19).

The Artist Course

One of the important educational advantages at Hardin is the Artist Course. In recent years the numbers have been as follows:

In 1913-1914—

Maude Powell, Violinist.
Mary Highsmith, Soprano.
Henry Lawrence Southwick, Reader.
Guiseppe Fabbrini, Italian Pianist.

In 1914-1915—

Myrtle Elvyn, Pianist.
Jenny Dufau, Coloratura Soprano.
Other numbers were crowded out by our own programs.

In 1915-1916—

Sala, Cellist.
Salvi, Harpist.
Marguerite Austin, Violinist.
Mrs. Fenette Sargent Haskell, Reader.
Lois Brown, Pianist.
Florence Hedstrum and Mignonne Meeker, Vocalists.

In 1916-1917 the numbers are to be—

C. W. Best Series, and the Zoellner String Quartette.

The Artist Course will be under the management of Pres. J. W. Million and the Music Faculty.

Frequent concerts and recitals are also given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such concerts.

The charge for the Artist Course (\$2.00) is required of all students.

Register, 1915-1916

Angell, Alberta	Missouri	Craddock, Isabel	Missouri
Aid, Mary	Iowa	Crane, Glenda	Missouri
Atterbury, Karleen	Missouri	Cunningham, Addie	Missouri
Bailey, Ruby	Missouri	Cunningham, Gertrude	Missouri
Barbee, Maude	Missouri	Cunningham, Mary	Nebraska
Barnes, Sybil	Missouri	Dautel, Helen	Missouri
Bates, Matilda	Missouri	Davault, Edith	Missouri
Bearden, Velva	Oklahoma	Davidson, Florence	Missouri
Beatty, Mona	Kansas	Dearing, Martha	Missouri
Beech, Pearl	Missouri	DeWitt, Genevieve	Missouri
Beheler, Shirley	Missouri	Dickinson, Delpha	Missouri
Bennett, Martha	Oklahoma	Doran, Irene	Missouri
Berry, Martha	Missouri	Drake, Pearl	Missouri
Best, Mary	Oklahoma	Dunaway, Letha	Missouri
Biggs, Maude	Missouri	Dutton, Flossie	Missouri
Bishop, Mrs. Althea	Missouri	Eagle, Dorothy	Missouri
Black, Gladys	Missouri	Elder, Ada May	Missouri
Bledsoe, Vergie	Missouri	Enloe, Louise	Missouri
Boney, Emily	Missouri	Everly, Dott	Missouri
Brashears, Gladys	Missouri	Fell, Sylvia	Iowa
Brown, Frances	Missouri	Fonville, Ladie	Missouri
Bruce, Dorinda	Oklahoma	Fonville, Mary Gay	Missouri
Bryan, Kathleen	Missouri	Foster, Ada	Missouri
Burch, Mrs. A. E.	Missouri	French, Alleta	Missouri
Burks, Mary Lee	Missouri	Fuhrer, Percie	Missouri
Carr, Virginia	Wyoming	Garrett, Kathryn	Missouri
Cash, Helen	Wyoming	Gilliam, Leta	Colorado
Cash, Mary	Wyoming	Glandou, Mildred	Missouri
Casler, Mildred	Missouri	Glandon, Miriam	Missouri
Clark, Myrtle	Missouri	Goodwin, Izora	Illinois
Collier, Irene	Missouri	Gordon, Beulah	Missouri
Comstock, Marjorie	Missouri	Gordon, Zulah	Missouri
Connely, Elinor	Missouri	Green, Elizabeth	Missouri
Cornett, Lottie	Missouri	Greer, Beulah	Missouri
Cornett, Maude	Missouri	Greer, Margaret	Missouri
Cottrill, Blanche	Missouri	Gregory, Mary Isabel	Missouri

Guthrie, Anna	Missouri	Million, Helen	Missouri
Guthrie, Susie	Missouri	Moles, Olive	Missouri
Hale, Helen	Oklahoma	Moore, Mildred	Missouri
Hale, Ruth	Missouri	Morgan, Elizabeth	Texas
Haley, Ethel	Missouri	Morris, Willie	Missouri
Haley, Ruth	Missouri	Munson, Grace	Missouri
Hamilton, Lena	Kansas	Nichols, Mary	Missouri
Harrison, Fanchon	Missouri	Noah, Ruth	Kansas
Henderson, Lucile	Missouri	Noel, Nellie	Missouri
Henderson, Marie	Missouri	Ockrassa, Ann	Missouri
Hickman, Mabel	Missouri	Painter, Clarice	Missouri
Hicks, Edith	Illinois	Pearl, Frances	Missouri
Hoffman, Mayre	Iowa	Pearl, Mildred	Missouri
Holland, Jewell	Indiana	Pearman, Clara	Missouri
Holloway, Hazel	Missouri	Pease, Rhettta	Missouri
Holmes, Dorothy	Missouri	Perkins, Ruth	Missouri
Howell, Helen	Missouri	Pickering, Estelle	Missouri
Howell, Lucille	Missouri	Pigg, Lutie	Missouri
Hults, Ada	Missouri	Pitts, Augusta	Missouri
Hume, Esther	Missouri	Pitts, Harva	Missouri
Hunt, Julius	Missouri	Powell, Norine	Missouri
Johnson, Franc	Missouri	Powell, Polly	Missouri
Kelly, Dorothy	Kansas	Rainey, Mary	Missouri
Kennan, Hattie	Missouri	Ransdell, Myrtle	Missouri
Ketner, Martha Lee	New Mexico	Reading, Isabel	Missouri
Keys, Kenneth	Kansas	Reavis, Barbara	Missouri
Koenig, Opal	Missouri	Reavis, Ellen	Missouri
Lake, Susie	Missouri	Renie, Anna	Missouri
Lasswell, Flora	Missouri	Rice, Helen	Missouri
Lawrence, Bethel	Missouri	Robertson, Ruth	Missouri
Lee, Nellie	Missouri	Rodgers, Jane	Missouri
Lowe, Irene	Missouri	Rutter, Vera	Missouri
Lusby, Nelle	Iowa	Sarrasin, Dixie	Kansas
McCann, Mary Neal	Missouri	Seip, Elizabeth	Illinois
McClure, Elizabeth	Missouri	Sheets, Mina	Missouri
McCormick, Eva	Missouri	Shirkey, Marie	Missouri
McCracken, Lillian	Oklahoma	Shoush, Alma	Missouri
McDaniel, Eddie Lee	Missouri	Shoush, Cyrene	Missouri
McIntyre, Hazel	Missouri	Shrock, Mildred	Missouri
Machin, Nina	Missouri	Sloan, Ruth	Missouri
Mann, Elizabeth	Oklahoma	Smith, Colene	Missouri
Martin, Mrs. Lelia	Missouri	Smith, Rosalie	Missouri
May, Madge	Texas	Snidow, Fay	Missouri
May, Nelle	Missouri	Spore, Aubertine	Missouri
Mayhew, Nelle	Missouri	Springston, Christine	Oregon
Merrill, Lucile	Oklahoma	Stallings, Mary	Missouri

Stevens, Nannie	Missouri	Vickrey, Clara	Missouri
Stewart, Mary Jane	Missouri	Wagoner, Mrs. R. R.	Missouri
Stewart, Mildred	Missouri	Wallace, Mildred	Missouri
Suess, Martha	Nebraska	Waterman, Arminta	Iowa
Sullivan, Helen	Missouri	Weaver, Bertha	Oklahoma
Tanner, Effie	Missouri	Wheatcraft, Juna	Missouri
Taylor, Joy	Missouri	White, Helen Mae	Kansas
Thomas, Marguerite	Missouri	Whitney, Floy	Missouri
Threlkeld, Mabel	Missouri	Wicklein, Edna	Missouri
Todd, Gertrude	Missouri	Wilkerson, Mollie	Missouri
Tucker, Ethel	Kansas	Williams, Mabel	Missouri
Tucker, Julia	Missouri	Williams, Marlew	Missouri
Turnage, Myrtle	Missouri	Woods, Cecil	Missouri
Ulen, Gladys	Missouri	Worrell, Caroline	Missouri
Vance, Vona	Missouri	Wright, Nelle	Missouri
Van Winkle, Mabel	Missouri	Wymore, Dorothy	Missouri
Van Winkle, Nellie	Missouri	Yowell, Florence	Missouri
Vaughn, Leafa	Illinois	Yowell, Lida	Missouri
Vickrey, Anita	Missouri		



Graduates, 1916

LITERARY

Mary Aid, A.A... Council Bluffs, Iowa
 Mary Best, A.A... Oklahoma City, Okla.
 Gladys Black, A.A... Grant City, Mo.
 Helen Dautel, A.A..... Glasgow, Mo.
 Florence Davidson, A.A... Sedalia, Mo.
 Ladie Fonville, A.A..... Mexico, Mo.
 Mildred Pearl, A.A..... Mexico, Mo.
 Estelle Pickering, A.A... Richmond, Mo.
 Harva Pitts, A.A..... Higbee, Mo.
 Norine Powell, A.A..... Odessa, Mo.
 Mary Rainey, A.A..... Mexico, Mo.
 Helen Rice, A.A..... Milan, Mo.
 Marie Shirkey, A.A..... LaBelle, Mo.
 Alma Shoush, A.A..... Mexico, Mo.
 Mabel Threlkeld, A.A.... Mexico, Mo.
 Ethel, Tucker, A.A..... Sedan, Kans.
 Vona Vance, A.A.... Mound City, Mo.
 Cecil Woods, A.A. Modena, Mo.
 Nelle Wright, A.A..... Adrian, Mo.

EXPRESSION

Dorothy Holmes..... Mexico, Mo.
 Estelle Pickering..... Richmond, Mo.
 Nannie Stevens..... Russellville, Mo.
 Cecil Woods..... Modena, Mo.

PIANO

Maude Barbee..... Vandalia, Mo.
 Irene Doran..... Weston, Mo.
 Elizabeth Morgan..... Bowie, Texas

VOICE

Maude Barbee..... Vandalia, Mo.
 Dorinda Bruce..... Muskogee, Okla.
 Anna Ockrassa..... St. Louis, Mo.

PIANO

Lutie Pigg Vandalia, Mo.
 Marguerite Thomas..... Mexico, Mo.

ART

Elinor Connely..... Harrisonville, Mo.
 Nellie Lee..... Mexico, Mo.

VIOLIN

Mona Beatty..... Ellsworth, Kans.

DOMESTIC SCIENCE

Louise Enloe.... New Bloomfield, Mo.
 Beulah Greer..... Mexico, Mo.
 Mrs. Lelia Martin..... Mexico, Mo.
 Helen Rice..... Milan, Mo.

COMMERCIAL

Virginia Carr..... Barnum, Wyo.
 Mildred Moore..... Mexico, Mo.
 Martha Suess..... McCook, Neb.

POST GRADUATES

PIANO

Clara Pearman... Mountain Grove, Mo.
 Jane Rodgers..... Mexico, Mo.

ART

Frances Pearl..... Mexico, Mo.

Expenses for the Scholastic Year

For shorter time, see paragraph, page 53, on Withdrawal.

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue

The "Collegiate" or "Literary" Course embraces literary subjects.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study	\$30.00
Two Literary Studies	45.00
Three Literary Studies	62.50
Four Literary Studies	82.50

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Board, room, heat, light, tub and shower baths, Literary tuition, or Home Economics, or Literary and Home Economics combined or two Literary subjects with Harmony and History of Music, Expression in class, with or without Physical Training, use of library, the Artist Course of concerts and lectures given during the year, Infirmary expense in case of temporary sickness, \$355.00.

(This charge [\$355.00] does not include Music, Art, Private Expression, Private Harmony or Business Course.)

Boarding pupils whose courses are made up chiefly of Music, Expression, Art, or other special subjects, will be charged \$250.00 the school year for board, room, light and heat, with or without Physical Culture. For literary branches that are added the charges will be \$20.00 for each Literary subject. Four literary subjects, with nothing additional, \$75.00.

Literary subjects cannot be exchanged for additional piano practice or for other items.

Piano, Professor Arnold E. Guerne, Director (for advanced students), one-half year,	\$60.00
whole year	120.00
Piano, Miss Sweeney, one-half year, \$45.00; whole year	80.00
Piano, Miss Shotwell, one-half year, \$45.00; whole year	80.00
Piano, Miss Wilson, one-half year, \$35.00; whole year	60.00
Practice on piano, more than one hour per day, per year (per hour).....	10.00
Voice, individual, Miss Woodin, half-year, \$55.00; whole year	100.00

Voice, individual, Miss Gupton, half year, \$45.00; whole year.....	80.95
Vocal Music, sight reading in class	10.00
Public School Music Course	20.00
Harmony in Class	20.00
History of Music	20.00
Pipe Organ, one-half year, \$60; whole year.....	100.00
Practice on Organ, two hours per week, per year	20.00
Violin, one-half year, \$45.00; whole year	80.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Painting and Drawing, or either:

Two hours daily in studio (Regular Course), one-half year \$45.00; whole year.....	80.00
Three hours daily in studio, one-half year, \$55.00; year.....	100.00
Public School Drawing, one hour a day, per year	45.00
two hours a day, per year	80.00
Individual lessons, one-half hour, each	1.00
Expression, in class, two half-hour lessons per week	20.00
Expression, individual lessons, two half-hour lessons per week, half year, \$45.00; year	80.00
Gymnasium, class instruction, two hour lessons per week, half-year, \$10.00; year.....	20.00
Playground Course	5.00
Physiology, 3 lessons a week, under Physical Culture Director, regular literary study with credit	20.00
Typewriting (one semester), \$15.00; whole year	30.00
Stenography, half hour lessons daily (one semester), \$25.00; whole year.....	50.00
Bookkeeping, one-half year \$25.00; whole year	50.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, English), one semester, \$60; one year	100.00
Cooking, one-half year, \$15.00; whole year	30.00
No materials furnished free by the School.	
Sewing, one-half year, \$12.50; whole year	20.00
Round Table Course, one year	10.00
Laboratory fee for Chemistry and Botany, each	5.00
Diplomas, parchment	10.00

Unless otherwise stated, students enter for the entire school year. One-half of the annual contract price is due and payable September 14, 1916, on entrance, and one-half January 15, 1917. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to Hardin College. Bank references are required.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$5.00 per week for board, room, heat, and light.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUATES OF HIGH SCHOOLS

Young women who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition, to the amount of \$75.00, provided the course selected, including board, room, etc., amounts at Catalogue rates to \$350.00 or more. The student gets a \$350.00 course for \$275.00.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

If a student withdraws before the end of the year, the charge will be for board, room, heat, light, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

For information address

JOHN W. MILLION, A.M.,
President,
Mexico, Missouri.

\$100,000 Needed for New Buildings

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be, in addition to the gymnasium just finished, a heating plant, a dining room, an academic hall for literary class rooms, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment Fund. Steps are being taken to secure gifts for both buildings and endowment.

FORMS OF BEQUEST

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of..... dollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."

(Signature)

Articles of Association of Hardin College

ARTICLE I

The undersigned, their associates and successors, hereby agree to organize themselves into an association to be incorporated under the name of Hardin College for the purpose of establishing and continuing an institution of learning for the education of females, at the City of Mexico, in the County of Audrain, in the State of Missouri.

This association shall, by its corporate name, have succession for one thousand years. A majority of the members of the Board of Directors shall be in full fellowship with some Missionary Baptist Church of the State of Missouri.

ARTICLE II

The affairs of said institution shall be managed by a Board of thirteen Directors. The Board shall without delay fill any vacancy that may occur in its body.

J. D. Murphy, William Harper, S. A. Craddock, E. J. Gihbs, Thomas Smith, Joel Guthrie, Thomas B. Hitt, James Carroll, John M. Gordon, William Woodward, Lewis Hord, James Callaway and Charles H. Hardin shall compose, for the time being, the Board of Directors.

ARTICLE III

The first meeting of the Board of Directors shall be on the first Tuesday after an order shall be made by the Circuit Court in and for said County of Audrain, incorporating this association, and thereafter the meetings of the Board shall be held as provided by the By-Laws. A majority of the members of the Board shall constitute a quorum for the transaction of business. At the first meeting the Board shall elect a president and secretary, and from time to

time such other officers and agents as the Board may deem necessary.

ARTICLE IV

The Board of Directors may make any amendment to these Articles of Association by a two-thirds vote at the first regular meeting after thirty days' notice shall be spread on the Journal of the Board of the proposed amendment, except that the first article hereof shall, so long as this corporation may exist, remain unchanged and inviolable.

A Journal of the proceedings of the Board shall be kept. And By-Laws and rules may be adopted by the Board for the government of its body as well as of the institution.

ARTICLE V

This Association shall have power to acquire by purchase, devise, or gift, buildings and the sites thereof for college purposes, endowment funds, lands to be converted to endowment uses, and lands in payment for debts and other liabilities, and money, things in action and other personal property, of the value of one million dollars.

In testimony whereof we have hereunto set our hands, this 6th day of June, 1873, at the City of Mexico, in the County of Audrain, Missouri.

Charles H. Hardin,
William Harper,
Edmond Julius Gihbs,
Joel Guthrie,
William Houston Woodward,
Thomas Smith,
Lewis Hord,
John M. Gordon,
James Carroll,
Thomas B. Hitt,
Samuel A. Craddock,
James Callaway,
J. D. Murphy.

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Mexico, Mo.

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General Agent Traffic Department
Kansas City, Mo.

H. A. CROW

General Agent Passenger Department
St. Louis, Mo.

T. L. MARSHALL

Agent Chicago & Alton R. R.
Mexico, Mo

GEO. J. CHARLTON,

Passenger Traffic Manager
Chicago, Ill.

Missouri Military Academy

Mexico, Mo.

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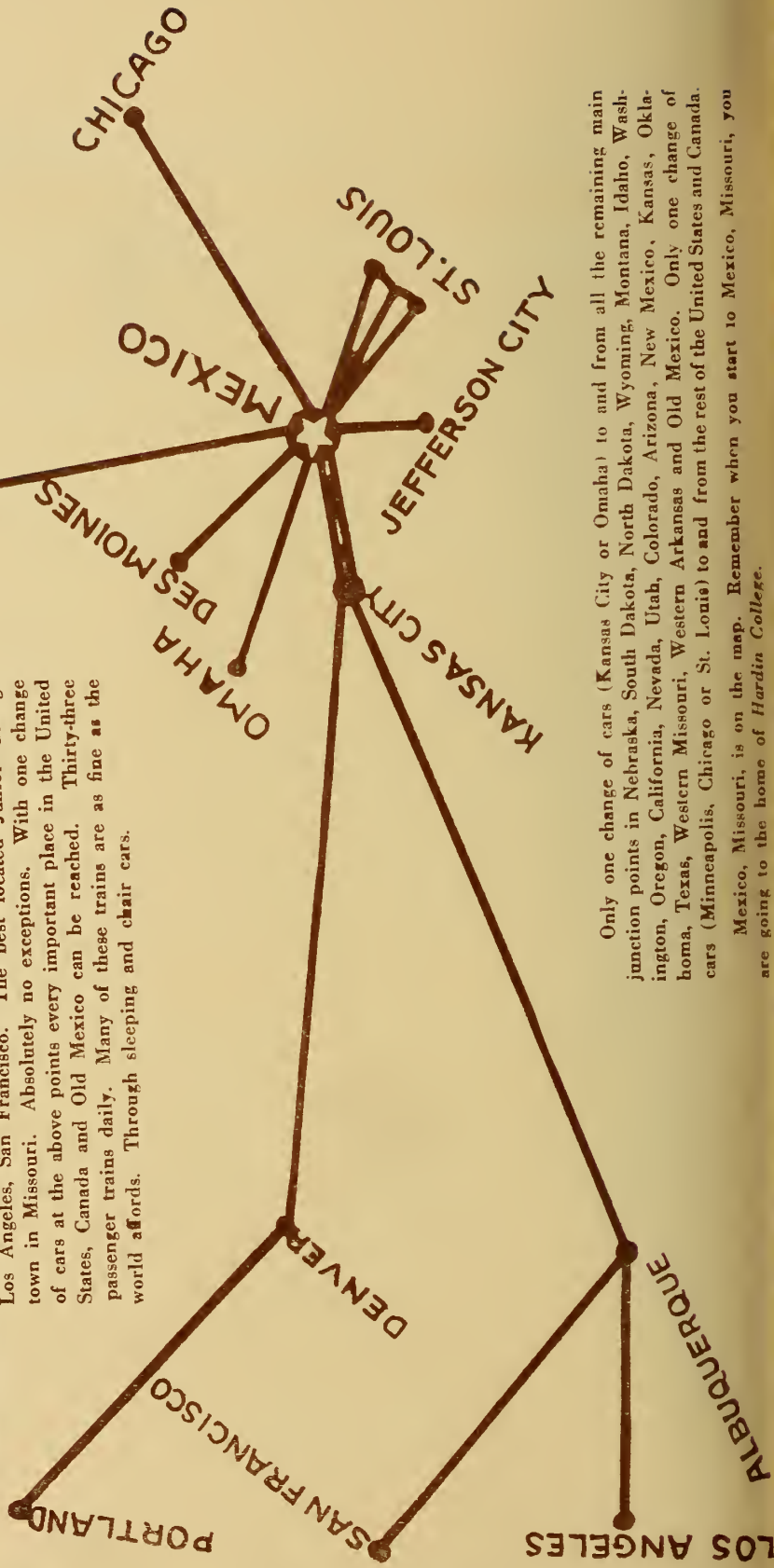
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<i>J. D. McNAMARA</i> ,	<i>EARLE LIND</i> ,
Passenger Traffic Manager,	Div. Frt. and Pass. Agt.
St. Louis, Mo.	Moberly, Mo.

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Mexico, Missouri, is on the map. Remember when you start to Mexico, Missouri, you are going to the home of Hardin College.

Hardin Junior College and **Conservatory of Music** FOR WOMEN

A Junior College
Officially Standardized by the University
of Missouri



Register of Students, 1916-1917
Programme, 1917-1918



MEXICO, MISSOURI

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JUDGE JOHN A. GUTHRIE *Treasurer of College*

Calendar

Enrollment, Day Students, Monday, September 10, 1917.

Enrollment, Boarding Students, begins Tuesday, September 11, 1917.

Registration and Classification of Students, Monday, Tuesday and Wednesday, September 10, 11, 12. Regular Recitations begin Thursday, September 13.

Reception to New Students by the Faculty and Y. W. C. A., Saturday, September 15, 8:00 p. m.

Thanksgiving Day, Recess for one day only.

Christmas Recess about two weeks.

Second Semester begins Tuesday, January 15, 1918.

May Festival: Students' Recitals in Music and Expression; Art Levee.

Alumnae Banquet.

Field Day.

Class Day.

Baccalaureate Sunday, May 26.

Commencement Day, Awarding of all Diplomas, Tuesday, June 4.

Faculty

JOHN W. MILLION, *President,* *Political Economy*

A.B., William Jewell College, 1889; A.M., *ibid.*, 1891; LL.D., *ibid.*, 1909; Assistant Professor, *ibid.*, 1889-91; Graduate Student, Johns Hopkins University, 1891-92; Graduate Student, University of Chicago, 1892-93; Graduate Student and Fellow, *ibid.*, 1893-94 and 1895; Student University of Berlin, summer of 1894; Graduate Student, Economics, University of Missouri, 1908-09; Professor of History and Political Economy, Hardin College, 1895-97; Member of American Economic Association; Active Member of National Educational Association; Author of "State Aid to Railways in Missouri" and "Character and Status of Missouri Schools for Girls;" Member of Advisory Council, World's Best Orations; President of Hardin College since 1897.

MRS. HELEN LOVELL MILLION, *Greek, Latin, Round Table, Dean of Literary Department*

A.B., University of Michigan, 1887; Fellow in Greek, Bryn Mawr College, 1887-88; Graduate Student, University of Michigan, 1888-89; Teacher of Latin and History, Classical Schools, Indianapolis, 1889-90; Associate in Greek and Latin, Women's College, Baltimore, 1890-91; Associate Professor, *ibid.*, 1891-93; Acting Professor of Greek and Latin, Earlham College, 1893-94; Student in Zurich, summer of 1892; Graduate Student, University of Chicago, 1894-95; Fellow in Greek, *ibid.*, 1895-96; Teacher in Hardin College since 1896.

MRS. H. M. RICHARDSON, *Principal*

Many years' experience in girls' schools before coming to Hardin College; toured Europe 1906; special work, University of California, summer of 1908; Hardin College since 1902.

GUY C. MOTLEY, *History*

A.B., William Jewell College, Liberty, Mo., 1909; Teacher in Hardin College since 1909.

MISS MARY BLANCHE HILDEBRAND, *English*

A.B., Missouri State University, 1909; Scholarship in English, *ibid.*, 1909-10; Graduate Student, *ibid.*, 1909-10; special work in English, University of Missouri, summer of 1911; University of Chicago, summers of 1915 and 1916; Teacher in Hardin College, since 1910.

O. OLIN GREEN, *Religious Education*

A.B., William Jewell College, 1896; Teacher of Latin and Greek, Pilot Grove Academy, 1896-98; Full Graduate (Th.M.) Southern Baptist Theological Seminary, Louisville, 1901; Pastor of Mt. Vernon Baptist Church, Versailles, Kentucky, 1901-06; Compton Heights Baptist Church, St. Louis, 1906-08; First Baptist Church, Versailles, Kentucky, 1908-15; First Baptist Church, Mexico, Missouri, 1915. Author of "Normal Evangelism;" Professor of Religious Education, Hardin College, 1916.

Faculty—Continued

MISS IDA E. SCHNIREL, *French, German*

A.B., Cornell University, 1910; advanced work in Modern Languages during senior year; Teacher Modern Languages, Maryville College, Maryville, Tenn., 1910-11; advanced work Cornell University, summer 1914; Teacher in Hardin College since 1912.

MISS CLARA PATIENCE HAGGARD, *Assistant in Greek and Latin*

A.B., Hardin College, 1911; A.B., University of Missouri, 1912; B.S., in Education, University of Missouri, 1913; Member of Classical Association of the Middle West and South; Teacher in Jackson, (Mo.) High School, 1913-14; Teacher in Mexico (Mo.) High School, 1914-15. Teacher in Hardin 1915-

MISS ROSE B. WOOD, *Mathematics*

B.S., Kentucky College for Women, 1901; A.B., Columbia University, 1913. Teacher Central College, Hustonville, Ky., 1901-02; Chowan College, Murfreesboro, N. C., 1906-09; Central College, Conway, Ark., 1909-11; Teacher in Hardin College, 1914-

MISS ELIZABETH COX, *Education and English*

Graduate, Emporia Kansas State Normal School 1909, receiving Life Certificate; A.B., Kansas State University, 1913; A.M., Kansas State University, 1914; Teacher, country school, 1904-06; Principal of High School, Edgerton, Kansas, 1907-08, 1909 and '10; Prin. of Graded Schools, Riverside, California, 1910-11; Teacher in Hardin College, 1914.

ROBERT ROBINSON, *Science*

A.B., Howard College, Birmingham, Alabama, 1914; A.M., *ibid.*, 1915; instructor in Mathematics, Howard High School, and assistant director of Athletics, Howard College, 1915-16; Assistant in Physics, Howard College, 1915-16; Director of Athletics and teacher, Wheaton College, Wheaton, Illinois, 1916-17.

MISS LENA M. DICKINSON, *Expression*

Graduate of Academy, Utica, N. Y.; Graduate and Post-Graduate Emerson College of Oratory, Boston, 1903-04; Taught State Normal, Edinboro, Pa., 1905-07; resigned to accept position in State Normal at Mansfield, Pa., 1907-09; resigned to accept position at Monmouth College, Monmouth, Illinois., 1909-10; Teacher in Hardin College since 1911.

MISS DOROTHY HOLMES, *Assistant in Expression*

Graduate McMillan High School, Mexico, Missouri, 1908; Teacher, Sproul Academy, Mexico, Missouri, 1909-10; Graduate in Art, Hardin College, 1911; post-graduate and assistant in Art, Hardin College, 1912-13; graduate in Expression, Hardin College, 1916; post-graduate and assistant in Expression, Hardin College, 1916-17.

MRS. BELLE KING FITZGERALD, *Director of Art Department*

Art Diploma from Cincinnati Art Academy; pupil of F. B. Aulich, Gertrude Estabrooks, Genie M. Stewart, Mrs. A. A. Freeze, Mrs. K. C. Cherry and Anne M. Green; pupil of J. Allen Shuffrey, Oxford, English, summers of 1908-10; pupil of Louis Schunzel, 1908-10 and 1912; Director of Art Department

Faculty—Continued

ment Columbia Institute, Columbia, Tenn., one year; Conductor of Art Department in School of Music and Art, Pine Bluff, Ark., two years; Director of Art Department Maddox Seminary, Little Rock, Ark., five years; private studio, Little Rock, Ark., four years; Director of Art Department, Crescent College, Eureka Springs, Ark., 1908-13; Teacher in Hardin College, since 1913.

MISS RUTH B. RULE, *Physical Director*

A.B., University of Kansas, 1914, with 31 hours in the Physical Science, Biological Science and professional courses; assistant in the University of Kansas Gymnasium, 1912-14; Chautauqua School of Physical Training, Chautauqua, N. Y., summer 1914; Summer school, University of Kansas, graduate work in Physical Training, 1915, 1916; teacher in Hardin College, 1914-

MR. W. A. LINDSAY, *Instructor in Swimming*

Graduate of Madison (South Dakota) High School, 1906; student, Franklin-

Marshall College, Lancaster, Pa., 1906-07. Taught private classes in swimming, La Salle, Illinois, summer 1912; season of 1913 taught swimming Wilson Beach, Chicago, and Whitaker Beach, Milwaukee; three seasons St. Louis, Lorelei Natatorium, 1914-16; winter season, 1916-17, Miami, Florida.

MISS CLARA ELIZABETH VOGT, *Home Economics*

Graduate High School, Montgomery, Mo., 1906; special student, University of Missouri, 1910-12; student, University of Wisconsin, summer 1914; Columbia University New York, summer 1915; teacher in Hardin College since 1913.

MISS MARJORIE COMSTOCK, *Commercial*

Kewanee (Illinois) Business College, 1913; Brown's Business College, St. Louis, Missouri, summer 1914; three years' experience in office work; teacher in Hardin College 1916-17.



German-American Conservatory of Music

Faculty

PROF. A. E. GUERNE, *Director
of Instrumental Department,
Piano*

Graduate of the Royal Conservatory of Stuttgart; Taught two years in the same Conservatory; Professor of Piano in the International Institution Breidenstein of Switzerland; nine years Professor in Aberdeen Scotland, where his pupils stood "First over all centers in the Kingdom;" Hardin College, 1892-99; Mexico and Columbia, 1899-1901; Teacher in Hardin College, 1901-08; Washburn College, 1908-10; Hardin College since 1910.

MISS MAUDE ERMINE SWEE-
NEY, *Piano, Harmony*

Student in Potter College, Piano and Harmony; Graduate in Piano, Southern Normal School, Bowling Green, Ky.; Teacher's Certificate, Nashville Conservatory of Music; pupil of Emil Liebling, Chicago; pupil of Dr. J. J. B. Wooten, Rafael Joseffy, New York, Josef Lhevinne, Berlin, Germany; teacher of Piano, Ouachita Conservatory, Arkadelphia, Ark., 1907-09; Teacher Bessie Tift College, Forsythe, Ga., 1910-11; head of Piano Department, McMinville College, McMinville, Ore., 1911-13; teacher in Hardin College, 1914.

MISS HELEN SHOTWELL,
Piano

Graduate Richmond, Mo., High School, 1912; literary and music course, Hardin College, 1912-14, graduate under Prof. Guerne in Piano, 1914; student in American Conservatory of Music, Chicago, 1914-15. Teacher in Hardin College, 1915.

MISS MORNA C. WILSON,
Piano

Graduate in Piano, Hardin College, 1915; teacher in Piano in Central College, Conway, Arkansas, 1915-16; Hardin College 1916.

MISS FLORENCE L. WOODIN,
Voice

Pupil of Housatonic Hall, Great Barrington, Mass., 1890; studied at the Metropolitan College of Music, New York City, 1890-95; after receiving teacher's certificate in music, taught 1895-1900; taught in Liberty Ladies' College, Liberty, Mo., 1900-05; student with Sbriglia in Paris, France, 1905-06; head of the Voice Department, Washington College, Washington, D. C., 1906-1916, Hardin College, 1916.

Faculty—Continued

MISS JESSIE FRANCES GUP- TON, *Voice, Public School Music*

Graduate High School, Montgomery, Mo., 1907; graduate in Voice, Hardin College, 1909; post-graduate work, Hardin College, 1910-11; special work in Sight-Singing and Ear-Training, American Institute of Normal Methods, Chicago summer of 1910; private teaching in Montgomery, Mo., 1908-10; special work under Mr. Oscar Saenger (Opera Coach), New York, summer 1913; special work in tone production under Crudup Vesey, New York, summer 1913; teacher in Hardin College, since 1910.

MISS MARTHA PILCHER, *Vio- lin, Harmony, History of Music*

Student for five years at Cincinnati College of Music, Leandro Campanari, artist teacher; student two years at the Cincinnati Conservatory of Music, P. A. Tirindelli, artist teacher; four summer

seasons with Sol Marcasson, one of America's greatest violinists; special student, Musical Appreciation, University of Wisconsin; teacher Sullins College, Bristol, Va., 1899-1901; Millersburg College, Millersburg, Kentucky, 1901-06; Central College, Lexington, Mo., 1906-11; William Woods College, Fulton, Mo., 1911-16; Hardin College, 1916.

MISS CLARA PEARMAN, *As- sistant in Harmony and As- sistant Secretary*

Graduate in Piano, Hardin College, 1914; Post-graduate in Piano, 1916; Teacher of Piano, Hardin College, 1916-17.

MISS MILDRED CASLER, *Superintendent of Practice*

Graduate, Clarence (Missouri) High School, 1915; A.A., Hardin Junior College, three years State Certificate, 1917; Hardin Conservatory, graduate in piano, 1917.

Officers

MISS ETHEL THORNBURGH, *Private Secretary*

Student Gem City Business College, Quincy, Ill., summer of 1905; University of Missouri, summer of 1906; Teacher in Hardin College, 1902-11; Private Secretary since 1911.

MRS. TINA B. DOBYNS, *Mana- ger of Boarding Department* Full course in Cooking in Hardin Col-

lege; Substitute Teacher in Domestic Science, Hardin College, 1906; Domestic Science Course, Columbia University, New York, summer of 1909; Manager of Boarding Department in Hardin College since 1904.

MRS. ELEANOR E. OGDEN, *Governess*

MISS MARY HUMPHREY, *Night Matron*

Hardin Junior College and Conservatory for Young Women

FOUNDED AND ENDOWED BY

GOV. CHARLES H. HARDIN, AM., LL.D.

LOCATION Mexico, Missouri. Mexico is situated on three lines of railway, the Chicago & Alton, the Alton-Burlington and the Wabash, 110 miles from St. Louis, 166 miles from Kansas City. Mexico is located on the "Divide," a water-shed from which the streams flow south into the Missouri River and east and northeast into the Mississippi River. Because of this location there is no standing water and no swamp land within fifty miles of Mexico. The college is located in an elevated portion of the city and is thus afforded a beautiful view of the surrounding country.

ORIGIN June 6, 1873, Articles of Association adopted. The College possessed at that time one building, 40 feet by 50 feet, two stories in height.

The following is an approximate exhibit of the property of the College, June 1, 1917:

Grounds, ten acres, worth.....	\$ 40,000.00
Five Buildings, worth	140,000.00
Endowment	98,000.00
Library, Apparatus, Furniture, worth	20,000.00
Two large residences used in operating the college, worth, including grounds and furnishings.....	15,000.00
	<hr/>
	\$313,000.00

ENDOWMENT By the terms of Governor Hardin's gift, forty per cent of the income from the endowment must be added to the principal annually until the endowment amounts to *One-Half Million Dollars* (\$500,000.)

The remaining three-fifths (sixty per cent) of the income from the endowment fund are used in making additions, for up-keep, for insurance and

other current expenses. Thus the permanency of the institution is assured. The unendowed school in the twentieth century is engaged in a losing conflict.

GROWTH OF ENDOWMENT Notwithstanding the fact that almost all additions to buildings have been made from the proceeds of the Endowment Fund, this fund has grown since 1884 (\$36,028) as follows:

1885	\$37,265	1904	69,000
1890	45,331	1905	71,000
1895	53,555	1909	77,655
1896	55,128	1911	83,000
1897	57,000	1912	84,677
1898	58,700	1913	86,000
1899	60,600	1914	86,750
1900	62,250	1915	89,000
1901	64,300	1916	96,000
1903	67,000	1917 (Approximate)	98,000

LIBRARY Many additions are being made annually to the Library. The Library is adequate for Junior College work. Among recent books added is a list approved by the State Superintendent for the normal, or teacher training department.

BUILDINGS On the campus proper there are five buildings—the main dormitory building, three stories and basement; science building, two stories; original building, two stories, now used for music studios and teachers' homes; the new gymnasium, and the new swimming pool.

Across Jefferson street are two large dwellings, two stories each. One is the President's home, Annex No. 1, and the other, Annex No. 2, is used for teachers and officers.

SECURITY FROM FIRE Hardin has adopted and will continue the policy of separate buildings as far as possible. This policy reduces possible damage by fire to the minimum. The work of the college is now carried on in seven separate buildings. The distance separating buildings now ranges from 60 to 120 feet. The gymnasium is of fire proof construction. In the seven buildings there is a total of 80,000 square feet of floor space. The main dormitory building is exceedingly well protected:

(1) Six stairways lead from the upper to the lower stories; (2) four solid brick walls range east and west through the building and eight brick walls run north and south; (3) a large amount of fire hose in the building; (4) an abundance of water from the city waterworks available on every floor; (5) a night-watch on duty all night; (6) a fire alarm system, including drills; (7) two substantial fire-escapes (iron stairways); (8) four chemical engines (on wheels), fifteen gallons capacity each, with fifty feet of fire hose attached,

one for the basement and one for each floor; several hand fire extinguishers, five gallons capacity.

THE COLLEGE Consists of the faculty, officers and resident students. Parents
FAMILY may rest assured that every interest of their daughters, whether physical, moral or intellectual, will be well guarded. Parents desiring the best results readily co-operate with the administration. All applicants for admission as students are required to furnish *two character references*. Children are not accepted as students.

GOVERNMENT Hardin strives for the largest possible measure of self-government in the student body. Literary societies, the Y. W. C. A., class organizations, Greek letter sororities and any other organization in which student activity is manifested, will be left, as far as possible, to the students. The Faculty, as a court of last resort, reserves the right as final authority on all questions of college government and discipline. It must not be forgotten by any of the parties concerned—Faculty, parents, students—that some form of government is necessary for people living together in any capacity, be it that of family, society, school, church or state.

RELIGIOUS On Sunday students attend Sabbath-school at the College and
PRIVILEGES worship in the churches of the city. Each student attends the church of her preference.

The Sabbath-school classes are met by teachers of the different denominations. The students hold a prayer-meeting immediately after dinner Wednesday evening. The school assembles for devotional exercises at the beginning of each day's work. The

YOUNG WOMEN'S of the State has a branch in the College. The purpose of
CHRISTIAN the Association is to develop a high spiritual life among
ASSOCIATION those who are already Christians and to do active work among the unconverted. It is expected that when school days are over, the experience gained at Hardin will enable our students to take an active and effective part in the great work of uplifting humanity.

Y. W. C. A. OFFICERS FOR 1916-1917

President, Maude Biggs	Vandalia, Missouri
Vice-President, Zella Keaster	Herrin, Illinois
Treasurer, Artie Duehn	Hiawatha, Kansas
Recording Secretary, Tulip Jones	Trenton, Missouri
Corresponding Secretary, Gladys Allen	Stanberry, Missouri
Chairmen of Committees—	
Membership, Zella Keaster	Herrin, Illinois
Finance, Roma Henry	Kansas City, Missouri
Big Sisters, Lillian McCracken	Nowata, Oklahoma
Social, Augusta Pitts	Higbee, Missouri
Music, Christine Springston	Portland, Oregon

Program, Lillian Shelton	Chillicothe, Missouri
Social Service, Lucile Connely	Harrisonville, Missouri
Publicity, Elizabeth Coots	Platte City, Missouri
Missionary, Mary Cash	Mayoworth, Wyoming
Mission Study, Letha Witten	Trenton, Missouri

LITERARY SOCIETIES The Delphian and Pierian Literary Societies were organized May 16, 1912. They are under the direct supervision of faculty advisers and meet once in three weeks, when they present programs consisting of debates, readings, and musical numbers. Once during the school year the societies produce a play or musical comedy, and in April a joint debate is held.

Membership in a literary society tends to promote a higher grade of scholarship and to encourage a more wide-spread feeling of goodfellowship among the student body. To this end all students are urged to present membership applications early in the school year.

HEALTH, PHYSICAL EXERCISE, RECREATION For a detailed statement as to the work in the Physical Culture Department see page 34. The new gymnasium and the new swimming pool will make it possible to give systematic physical culture to every student in the school. Systematic exercises will be taught so that the students may profit by such exercises daily with or without a gymnasium.

DIVISION OF LABOR It has been the steady purpose of the management of Hardin College to provide a sufficient number of teachers and officers for the varied work of the institution. The teachers of the institution are twenty-four in number. In addition to the teachers there are five officers who have no teaching duty at all. The President of the institution will not carry more than six hours of teaching work. The Principal gives her entire time to the general supervision of the institution. The Governess gives all her time to the health of the school and the sanitary condition of the dormitory building. The Housekeeper gives her entire time to the dining room and the menu. For safety in case of fire, for the accommodation of students, who must go or come during the night, for students who are slightly ill and may need attention and in order that teachers and other officers may not be unnecessarily disturbed, the Night Matron is on duty all night. Thus it will be seen that the work of the institution is so divided that no one is overburdened. The student body, therefore, reaps the greatest benefit.

THE INFIRMARY Is located on the south side of the building. There are two rooms set aside for those who may be temporarily ill. The rooms are steam heated, have polished oak floors, and are fitted up with hospital beds and other necessary accessories. The Infirmary is under the direct supervision of the Governess.

The Mexico City Hospital is available in cases of emergency.

THE NEWS LETTER A News Letter comprising from four to sixteen pages each issue is published quarterly by the College; is entered at the postoffice at Mexico, Mo., as second class matter and is free to all who receive it. The College will be glad to use as news items in this Letter accounts of the activities of Hardin Clubs, of social matters or movements in which Hardin girls are interested or any matter of information that will be of interest to the College and to women who have been students here. A postal card request will bring the current copy of the News Letter.

FURNISHINGS Each room is supplied with two single iron beds, mattresses, pillows, dresser, wash stand, carpet or rug, window shades, student's library table, chairs, etc. Each pupil should bring one pair of blankets, (single beds, width 36 inches) two white counterpanes, two pairs of sheets, two pairs of pillow cases (size of pillow-slips, 18x36 inches), six towels, six table napkins and a napkin ring, each of which, with every article of apparel, should be marked distinctly with her name (woven labels sewed on); also umbrella, rain coat, a hot-water bag, and a bag for soiled clothes marked *with name in full, not initials*. Woven labels can be secured from J. and J. Cash, Limited, South Norwalk, Conn.

THE HONOR SOCIETY Hardin, as a Junior College for young women in Missouri, fosters an Honor Society. This society is meant to serve practically the same purposes in Hardin as the Phi Beta Kappa Honor Society does in the larger colleges and universities giving the four-year curriculum. Hardin has always stood for a genuine, uniform, high grade of scholarship. Only students ranking A+ (95-100), A (90-95), with an occasional B+ (85-90), are eligible to membership in the Honor Society. The privileges of the Society extend to all the departments of the institution. Lists of honor students are published from time to time.

THE THREE YEARS STATE CERTIFICATE Students who are graduates of standard high schools or who finish the high school work at Hardin and complete two years above high school of standard academic work approved by the University of Missouri and the State Department of Education, taking twelve hours of Education work during the two years, are granted by the State Department of Education at Jefferson City, a certificate authorizing them to teach in the public schools of Missouri for a period of three years.

Some Special Advantages Offered at Hardin

1. All departments are in charge of instructors who have spent many years in training for their life-work.

2. The large number of teachers guarantees ample attention to the needs of each pupil. Thus, one year at Hardin is worth more than a year at the average school.

3. The College is not a private institution handicapped by debt, and is not operated for profit.

4. The endowment, ever increasing, enables us to furnish better facilities than inferior schools at the same price. Thus none of the money paid by the patron is needed for improvements or to pay interest upon a large debt. Every dime is used to furnish his daughter solid scholastic advantages. The intelligent patron cannot fail to note the superiority of the advantages thus afforded.

Endowed schools give more for a dollar than the unendowed.



The Junior College

The conditions upon which the University of Missouri admits a school to Junior College rank are given below in a circular sent out by the University.

The *minimum* requirements which a junior college must meet in order to be accredited are as follows:

1. The requirements for admission to the work of the college must be the equivalent of those of the College of Arts and Science in the University of Missouri.

High School subjects which are required for admission are designated in terms of "units." A unit is the equivalent of a subject pursued five forty-minute periods a week for at least thirty-six weeks, except that in the case of physical and biological sciences, and in the case of manual arts, two of the five periods each week must be double periods.

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in mathematics and two units in one foreign language are fixed requirements. The remaining nine may be selected from the (V, 3) list on p. 18.

2. If a preparatory school is maintained in connection with the college, its work must be approved by the University of Missouri.

3. The course of study in the college must be two years in length; and the college year, thirty-six weeks.

4. For graduation from the college, the student must complete satisfactorily sixty hours of work, which must be the equivalent of that required in the first

two years in the College of Arts and Science in the University of Missouri. The specific requirements are as follows:

(a) Six hours of English; (b) Five hours of History; (c) Five hours of Ancient Languages and Literature; (d) Five hours of Modern Languages; (e) Three hours of Mathematics, or Logic; (f) Five hours of Physical Science (Astronomy, Chemistry, Geology and Mineralogy, Physics); (g) Five hours of Biological Science, (Botany, Physiology, Zoology).

These requirements may be waived on the following conditions: If the student presents four units for entrance in one of the requirements (b) or (c), or three in (d) or (e), or two in (f) or (g), he will be excused from that requirement. Such exemptions do not excuse the student from the requirement of a total of sixty hours for graduation.

By an hour is meant a 60-minute period of class work, or a 120-minute period of laboratory work (exclusive of preparatory instruction and study, work upon note books that can be done outside of laboratory, etc.), each week for one semester.

5. Students shall not be permitted to carry for credit work amounting to more than 16 hours a week.

6. There must be a sufficient number of teachers to conduct the work without crowding the classes, or without assigning to individual teachers an excessive amount or variety of work.

7. All college teachers should have had training equivalent to four years'

work in a standard college, and it is desirable that they should have completed one year's graduate work.

8. There must be a laboratory for physical science and a laboratory for biological science, each adequately equipped and sufficiently large to permit easily of individual work upon the part of the students.

9. There must be an adequate library equipment.

10. The college must give satisfactory instruction in the work specified in the 4th requirement, and, in addition, must give satisfactory instruction in other courses which the student may take in completing the conditions for graduation.

The University reserves the right to cease to accredit, at any time, a junior college that employs inefficient teachers, or that otherwise fails to maintain the required standard.

An historical statement showing that Hardin College has had practically Junior College rating for sixteen years.

University of the State of Missouri

Columbia

REGISTRAR'S OFFICE

IRVIN SWITZLER

Columbia, Mo., Feb. 12, 1901
Pres. J. W. Million, Hardin College,
Mexico, Mo.:

Dear Sir: At a meeting of the Academic Faculty of this University, held February 9th, the following, among other proceedings, were had:

REPORT ON HARDIN COLLEGE.

To The Academic Faculty:

On January 23d and 24th, at the request of President John W. Million, we visited Hardin College, Mexico, and examined into the character of the work done in Mathematics, History, Econom-

ics, English, Greek and Latin. We found the work in these subjects in charge of very competent instructors and most excellently done. The following subjects are open to candidates for the A.B. degree.

(Here follows printed schedule of studies for Freshmen, Sophomore, Junior and Senior classes, as printed in your last catalogue, pp. 21 and 22).

Of the above named subjects Latin is given for a period of five years, Greek for four years, History for four years and Political Economy for one year.

We recommend that A.B. graduates of Hardin College, who present certificates showing that they have completed the above work, be given credit toward the A.B. degree in this University as follows: Latin, 12 hours; Greek, 12 hours; Mathematics, 9 hours; English, 9 hours; History, 9 hours; Political Economy, 3 hours—total, 54 hours.

In case a student completes a less amount of work in the various subjects than that given above, we recommend that the credit given in this University be proportionately less. The credits recommended above are in excess of the requirements for admission.

Respectfully submitted,

J. C. Jones,

Isidor Loeb,

(Signed) H. M. Belden,

Jas. W. Kyle,

J. N. Fellows.

On motion adopted, the Secretary was asked to send a copy of report to President Million, with the recommendation that the recitation periods (for work received as credits by this University) be increased to one hour each. Also: The credits allowed are predicated upon character of work being maintained.

Very truly,

Irvin Switzler,

Secretary Faculty.

Columbia, Mo., Feb. 12, 1901.

General Divisions and Terminology

I. Literary Department.

- A. 1. Academy, four years, equivalent to four years of standard high school accredited by the University of Missouri.
2. College, two years, equivalent to freshman and sophomore of standard college course; or
- B. 1. Preparatory, two years, equivalent to first two years standard high school.
2. Junior College, four years, equivalent to last two years of standard high school and first two years of standard college work.
- C. Courses: Latin, Modern Language, Greek, (Classical), Normal (State certificate), Religious Pedagogy, or any combination.

II. Fine Arts.

1. Conservatory of Music: Piano, Voice, Violin, Pipe Organ, Theory (Harmony, etc.), History of Music, Sight Singing, Public School Music.
2. Expression.
3. Art: Drawing, Pen and Ink, Charcoal, Design, Painting (water colors, oil), Ceramic Art, Clay Modeling, Tapestry, etc.
4. Round Table; Etiquette, Hygiene, Eugenics; Law, especially with reference to women; What a Young Girl Should Know.

III. Vocational Department.

1. Home Economics (Cooking and Sewing).
2. Bookkeeping and Accounts, Commercial Law, Business Forms.
3. Stenography.

4. Typewriting.
5. Business Correspondence, Office Work, etc.
6. Court Reporting.

IV. Terminology.

1. "Literary" includes only the subjects included in I. (Literary Department) above. It does not include anything under II. (Fine Arts). The only exception is that 8 hours, 4 each semester, of Home Economics may be included with 24 hours (12 each semester) of Literary work to make up a year of 32 hours, and charged for at a given minimum rate.
2. "Unit" means in our Academy (High School Department) a subject pursued four 60-minute periods each week for one year. Four units constitute a year's work. If estimated in semester "hours," 1 unit equals 8 "hours."
3. "Hour" means in the Junior College one 60-minute recitation period carried each week for one-half year. Fifteen recitation periods, 60 minutes each, carried one-half year equal 15 "hours;" one whole year, 30 "hours;" four years, 120 "hours." This is the University of Missouri count. The two highest years of the Junior College are therefore equal to the 60 hours of the freshman and sophomore years of the State University.
4. Hardin's custom has been to operate a 60-minute schedule in both the high school and college divisions of work. This means that our high school units are made up

of four 60-minute periods instead of five 45-minute periods running through one year. The 60-minute period in Literary classes works in harmony with the 30-minute periods given to individual lessons in Music, Expression, etc.

V. Requirements for Admission.

1. To Academy, eighth grade work completed.
2. To Junior College, two or more years of standard high school work completed.
3. To the junior year of Hardin College the requirements are the same as for entrance to the College of Arts and Science in the State University. The University requirement reads as follows:

Fifteen units are required for entrance to the College of Arts and Science. Three units in English, one unit in mathematics and two units in one foreign language are fixed requirements. The remaining eight may be selected from the following list, in which is indicated the maximum and minimum number of units accepted in each subject.

Subjects	Maxi- mum	Mini- mum
English	4	3
Algebra (elementary)	1	1
Plane Geometry	1	1
Solid Geometry	½	½
Plane Trigonometry	½	½
¹ Arithmetic (advanced)	½	½
¹ Algebra (advanced)	½	½
History	4	1
American Government	½	½
Latin	4	2
Greek	3	2
German	3	2
French	3	2
Spanish	3	2
Physics	2	1
Chemistry	2	1
General Biology	1	1
Zoology	2	1
Botany	2	1
Physiology	1	1
Physical Geography	1	1
Agriculture	2	1

- | | | |
|---|---|---|
| Music | 1 | 1 |
| Drawing | 2 | 1 |
| ² Manual Training | 2 | 1 |
| ² Domestic Science and Art.. | 2 | 1 |
| ² Economics | ½ | ½ |
| ² Commercial Geography.... | ½ | ½ |
| ² Bookkeeping | 1 | ½ |
| ³ Teacher Training | 2 | 2 |
4. To Fine Arts and Vocational courses. These are the same as V. 1, p. 18.

VI. Requirements for Graduation.

1. In Literary Courses.

A student must complete four years of standard high school work and two years of standard college work.

A student who enters from a four-year accredited high school or who completes her high school work in Hardin, desiring to enter a University upon graduating from Hardin, will be obliged to complete:

- (1) 6 "hours" of English.
- (2) 5 "hours" of Mathematics, or Logic and Psychology.
- (3) 5 "hours" of Modern Languages.
- (4) 5 "hours" of Ancient Languages and Literature.
- (5) 5 "hours" of Physical Science (Physics, Chemistry).
- (6) 5 "hours" of Biological Science (Botany, Zoology), and
- (7) 29 "hours" of electives, making a total of 60 "hours." The 31 "hours" of required work is often modified. If a student present four units for entrance in His-

¹Must be preceded by elementary Algebra and Plane Geometry. Advanced Arithmetic and Advanced Algebra cannot be offered together.

²The maximum amount of commercial and industrial subjects accepted is four units.

³No credit is given unless all of the three Teacher Training courses are completed. (University of Missouri catalogue, 1916-17, p. 42.)

tory or Ancient Languages, or three units in Modern Languages or Mathematics, or two units in Physical Science or Biological Science, she will be excused from the required work already covered. This exemption will not reduce the total number of 60 "hours." It simply enlarges the field of electives.

A student who has completed any course in any four-year standard high school accredited by the University of Missouri, or in any high school of equal rank in any state other than Missouri, will be able to cover the 60 "hours" of our Junior College course above high school in two years.

Degree. The completion of the Junior College course, six years at Hardin; or four years in standard high school work or its equivalent and two years in Hardin; entitles the student to the degree of A.A. (Associate in Art). This degree is approved by the State University of Missouri and the University of Chicago.

2. In the Fine Arts and Business Courses.

Candidates for graduation in Music (Piano, Voice, Pipe Organ, Violin), Art (full course), Expression, or Home Economics, must have completed the work of a standard four-year accredited high school or its equivalent.

High School Credits, standard and equivalent, for Candidates for Graduation in Piano, Pipe Organ, Voice, Violin, Expression, Art:

Harmony, 1 unit, for 2 hours a week, 4 semesters.

Drawing, 2 units, for 2 hours a day, 4 days a week, 4 semesters.

Home Economics, 2 units, for 3 hours a week, 4 semesters.

Bookkeeping, 1 unit, for 4 hours a week, 2 semesters.

(See University of Missouri Bulletin. Announcements 1914-1915, pages 49-52.)

Orchestra, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters; or

Chorus Work, $\frac{1}{4}$ unit, or 2 hours college credit, for 2 hours a week, 2 semesters.

(See University of Missouri Bulletin, Announcements 1914-1915, page 104.)

History of Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Public School Music, $\frac{1}{2}$ unit, for 2 hours a week, 2 semesters.

Class Expression, or Reading, $\frac{1}{4}$ unit, for 2 hours a week, 1 semester.

Round Table, $\frac{1}{4}$ unit, for 1 hour a week, 2 semesters.

Physical Culture, regular Gymnasium work, $\frac{1}{4}$ unit, for 2 hours a week, 2 semesters; or $\frac{1}{2}$ unit, for 4 hours a week, 2 semesters.

Shorthand and Typewriting, $1\frac{1}{2}$ units, for 6 hours a week, 2 semesters. (Shorthand 5 hours; typewriting 1 hour.)

Teacher Training 2 units, or 12 hours credit for 3 hours a week, 4 semesters.

VII.—Certificates and Diplomas.

A high school diploma will be granted to students who finish four years of high school work.

Certificates of Graduation or Diplomas will be granted to students who complete the work in Music, Art, Expression, Home Economics, Religious Pedagogy, or the full course in Business.

A State Certificate will be granted to the holder of a Certificate of Graduation in Music, Art, Expression, Home Economics, or Physical Culture, authorizing her to teach in the schools of Missouri for a period of five years, after passing a satisfactory examination given by the State Department.

A State Certificate, three-year non-renewable, will be granted without examination by the State to students who finish the degree of A.A., provided 12 hours have been taken in the Department of Education or Normal Department.

Grade or Rank of Literary Work Done at Hardin

PHI BETA KAPPA HONORS AT THE UNIVERSITY OF MISSOURI

At the Commencement, June, 1916, in a class of two hundred and ten graduating with the degree of A.B., the University of Missouri granted Phi Beta Kappa honors to nine women. Two of the nine women were graduates of Hardin College, June, 1914. They were Miss Margaret Million, of Mexico, Missouri, and Miss Lucy Denham, of Centralia, Missouri. No other Junior College in Missouri or elsewhere had a representative among the nine women receiving the Phi Beta Kappa honors.

HARDIN AT THE UNIVERSITY OF MISSOURI

Miss Frances Mason, Mexico, Mo., A.B., Hardin, 1905; A.B., University of Missouri, August, 1907.

Miss Elizabeth Patterson, Mexico, Mo., A.B. Hardin, 1906; A.B. University of Missouri, June, 1908.

Miss Louise Blackmar, Columbia, Mo., A.B. Hardin, 1906; A.B. University of Missouri, August, 1908.

Miss Anna May Moore, Paris, Mo., A.B. Hardin, 1907; A.B. University of Missouri, June, 1909.

Miss Clara Haggard, Mexico, Mo., A.B., Hardin, 1911; enrolled University of Missouri, September 19, 1911, completed requirement for A.B. summer 1912, degree awarded June, 1913; B.S. in Education, 1913; also in Graduate School.

Miss Lena Johnson, Mexico, Mo. (one year in Hardin following High School); entered the University September 22, 1909, graduated A.B. June 13, 1912.

Miss Frances Graham, Mineola, Mo., A.B. Hardin, 1913; entered the University of Missouri in September, 1913, getting 60 hours credit.

The following graduates of Hardin College entered the University of Missouri at the beginning of the junior year September, 1914:

Miss Lucy Denham, Centralia, Mo., A.A., 1913.

Miss Adaline Miles Shelbina, Mo., A.A., 1914.

Miss Margaret Million, Mexico, Mo., A.A., 1914.

Miss Martha Shotwell, Richmond, Mo., A.A., 1914.

Miss Mildred Johnson, Mexico, Mo., graduated from Hardin College A.A., 1913, spent one year in Goucher College, Baltimore, and entered the University of Missouri, September, 1914, at the beginning of the senior year.

The following graduates of Hardin College entered the University of Mis-

souri at the beginning of the junior year September, 1915:

Miss Dorothy Blanks, A.A., 1915, Mexico, Mo.

Miss Julia Cave, A.A., 1915, Mexico, Mo.

Miss Maurine Heizer, A.A., 1914, Mexico, Mo.

The graduates of Hardin, listed below, took the degrees following their names at the Missouri State University, June, 1916:—

Miss Lucy Denham, A.B.

Miss Adaline Miles, A.B.

Miss Margaret Million, A.B.

Miss Frances Graham, A.B., B.S.

Miss Myrtle Moore, A.B., B.S.

HARDIN AT THE UNIVERSITY OF CHICAGO

Miss Mabel Proctor, Monroe City, Mo., A.B. Hardin, 1901, taking after-

wards part of a year's work at another institution and spending some time in teaching, receiving 27 majors credit "advanced standing," took 9 majors work in the University and graduated A.B., June 1908. In residence only four quarters.

Based on report of A. K. Parker, Recorder, March 4, 1910.

HARDIN AT WASHINGTON UNIVERSITY (St. Louis)

Miss Imogene Franklin, St. Louis, Mo., A.B. Hardin, 1906; A.B. Washington University, June 1908.

"Admitted to the Junior year on probation. Soon justified the admission. An A and B student, more frequently receiving A than B in every study."

Report of Marshall S. Snow, Dean, January 25, 1910.

Calendar of Events, 1917-1918

September 13—Enrollment of students.

September 16—Y. W. C. A. reception to entire school and Annual Lantern Parade.

September 18—Tea Party given by Y. W. C. A. in Students' Parlor.

September 25—The Baptist girls were entertained by the women of the Baptist church at the home of Mrs. Van Ness.

September 29—Seniors gave their Debut Party in the Gymnasium.

October 7—Delphian Literary Society Hayride.

October 27—First formal reception of the year, given by faculty and students.

November 6—Pierian Line Party at Orpheum.

November 5 and 6—University examiners visited Hardin.

November 7—Apple hunt on campus, given by Mr. and Mrs. C. A. Buckner.

November 9—Zoellner Quartet.

November 10—Reception at Mrs. H. E. C. Tucker's for the Presbyterian girls.

November 24—Carnival in the Gymnasium, under the direction of the Senior Class.

November 28—Thanksgiving. Students attend church in the morning. In the afternoon the Y. W. C. A. gave a Progressive Tea from two to four and at six a Wienie Roast.

November 27-30—Miss Frances Y. Smith, Y. W. C. A. Secretary, was a guest at the College.

December 7—The Dramatic Club presented "The Medium."

December 9—Dr. John W. Lowe, missionary from China, gave a Stereopticon Lecture in the library.

December 12—Students' Music Recital.

December 14—Mr. Hunt gave a lecture on Yellowstone Park with moving pictures.

December 15—Christmas vacation.

January 5—Junior Class organized.

January 6—Delphian Line Party.

January 14-15—Mrs. McClure, former missionary to India, spent two days here in the interest of the Student Volunteer Movement.

January 15—The Methodist girls were entertained by Mrs. Carpenter.

January 15—Hardin Spirit's birthday was celebrated.

January 22—Examinations over.—The Y. W. C. A. gave a Kid Party in the Gym.

January 29—High School Cooking Class gave a dinner party to the Home Economics students.

February 3—Swimming Pool opened to students.

February 10—The first number of the Artist Source—Salvia, Harpist, Mrs. Helen Brown Read, soprano; Mrs. Edith Harris, accompanist.

February 15—The Y. W. C. A. cabinet and cabinet adviser, Miss Ruth Rule, spent the day with the president, Miss A. Louise Enloe, at her home, New Bloomfield, Missouri.

February 23—Pullman Excursion party in the Gym. conducted by the Y. W. C. A. Cabinet.

February 27—The Dramatic Club gave a Japanese play in the Auditorium.

March 3—Spring Party in the Gym. Hostesses, the Athletic Club.

March 6—Election of the May Queen, by secret ballot.

March 7—Installation of Y. W. C. A. Cabinet.

March 9—Second number of the Best Series of entertainments. Mr. Wheeler, Baritone; Miss Wilkinson, violinist; Miss Lois Brown, pianist.

March 16—Hardin sent four delegates to the Y. W. C. A. Cabinet Council at Kirksville.

March 15-18—Dr. Abbie V. Holmes, of Omaha, Y. W. C. A. lecturer.

visited the College and gave three lectures in the Hardin library.

March 19—Seniors entertained the Faculty with a St. Patrick party.

March 28—Third number of the Best Artist Course,—Mrs. Fenetta Haskell, in "If I were King."

April 4—Mr. W. A. Lindsay, expert swimming instructor, Ocean Beach Casino, Miami, Florida, arrives for one month's stay at Hardin. Mr. Lindsay gave a series of lessons to students of Hardin, also organized several classes among the young people of Mexico.

April 13—President Million delivered the High School Commencement address at Martinsburg, Missouri.

April 26—Voice Recital, pupils of Miss Woodin.

April 28—Piano Recital, pupils of Miss Shotwell, Miss Wilson, Miss Pearman.

May 1—Graduate Expression Recital.

May 3—Orchestra Concert.

May 7—Representatives of the faculty and student body inaugurated the annual pilgrimage to the birthplace of Mark Twain, Florida, Missouri, twenty miles north of Mexico.

May 8—May Fete.

May 10—Piano Recital, pupils of Prof. Guerne, assisted by voice pupils of Miss Woodin.

May 14—Senior Recital, Piano and Voice, pupils of Miss Sweeney and Miss Gupton.

May 21—Graduate Piano Recital, pupils of Prof. Guerne.

May 28—Post-Graduate Piano Recital, pupils of Prof. Guerne.

May 31—Afternoon and Evening. Art Levee.

June 3—Baccalaureate Sermon.

June 4—Alumnae Luncheon.

June 5—Commencement. Awarding of diplomas.



Course of Study

Preparatory Course

Eighth Grade Work in Public School Completed.

Two years—First and second years of High School same for all courses following.

Figures in parentheses mean hours of recitation per week.

For description of courses see pages 25-36.

FIRST YEAR

English I (4); Latin I (5); Mathematics I (5); Civics (4) first semester.

SECOND YEAR

English II (4); Latin II (4); Mathematics II (4); Ancient History (4).

Junior College

Officially standardized by the Missouri State University, March 22, 1913.

LATIN COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); Latin III (4).

Electives:—German I; Mathematics III (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4).

Electives:—German II (4); English History (4).

JUNIOR YEAR (University Freshman)

Required:—Latin V (3); English V (3);

European History (one semester) (5); Science II (3).

Electives:—Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Latin VI (3); Science IV (3).

Electives:—Shakespeare (3); Advanced American History, one semester (5); Mathematics IV (3); Political Economy (2); History of Art (2); Harmony (2); History of Music (1); Educational Psychology; Greek; German, or French.

MODERN LANGUAGE COURSE

FRESHMAN YEAR (Third year standard High School)

Required:—English III (4); or German I (4).

Electives:—Latin III (4); Mathematics III (4).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4), or German II (4); Science I (4).

Electives:—Latin IV (4); English History (3); (a) Pedagogy I (2), (b) Bible I (1).

JUNIOR YEAR (University Freshman)

Required:—French I, or German III (3); English V (3); European History, one semester (5); Science II (3).

Electives:— Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Science IV (3); French II, or German IV (3).

Electives:—Same as Senior year, Latin Course, and Latin VI.

CLASSICAL (GREEK) COURSE

FRESHMAN YEAR (Third year standard High School)

English III (4); Latin III (4); Mathematics III (4); Greek I (5).

SOPHOMORE YEAR (Fourth year standard High School)

Required:—English IV (4); Latin IV (4); Science I (4); Greek II (4).

Electives:—English History (4); (a) Pedagogy I (2), (h) Bible (2).

JUNIOR YEAR (University Freshman)

Required:—Greek III (4); Latin V (3); English V (3); Science II (3).

Electives:— Psychology (3); Mathematics IV (3).

SENIOR YEAR (University Sophomore)

Required:—Greek IV (4); Latin VI (3); Science IV (3).

Electives:—Same as Senior Year, Latin Course (except Greek).

NORMAL COURSE

State Certificate (see pp. 13 and 30).

General Psychology (3) first semester; School Management (3) first semester; History of Education (3) second semester; Methods of Teaching (3) second semester; twelve hours required. The remaining forty-eight hours are taken from the above courses.

GENERAL STATEMENT

Any combination desired for any given year, or for each year, four years in succession, may be made from the above courses, provided the requisite number of hours is taken.

Students in the Fine Arts courses (music, art, expression, etc.) may take such literary studies, one or more, as they may desire and for which they are prepared. In case of conflicts in arranging literary schedules the courses of the regular literary students have priority.

General Description of Courses

ENGLISH—Miss Mary B. Hildebrand, Miss Elizabeth Cox

English I.—Four hours, two semesters.

An elementary course in English Composition. Study of some masterpieces of literature. Text, Davenport, *A First Book in English*. Miss Cox.

English II.—Four hours, two semesters.

This course attempts to make students familiar with the principles of English Composition. It will consist of exercises based upon text-book study and themes. Study of several masterpieces required for college entrance. Scott & Denney's *English Composition-Rhetoric*. Miss Cox.

English III.—Four hours, two semesters.

English Literature. This course is designed as an introduction to the study of literature. The time will be given to the study of the history of English Literature and of masterpieces. Long's *English Literature*. Miss Haggard.

English IV.—Four hours, two semesters.

American Literature. A study is made of the characteristics of the great literary periods. The greater writers

are studied in chronological order. Halleck, American Literature. Page's *Chief American Poets*. Miss Hildebrand.

English V.—Three hours, two semesters.

(Only graduates of accredited high schools will be admitted to this course).

Rhetoric and English Composition.

This course will consist of lectures, short themes, long themes, recitations and conferences.

History and Development of English Literature. Required readings are arranged to illustrate the historical development of English literature. Lomer and Ashmun "*Study and Practice of Writing English*." Miss Hildebrand.

English VI.—Three hours, two semesters. Prerequisite—, English V.

A. Shakespeare. This course is devoted to the reading and interpretation of representative plays. Attention will be given to the technique of the drama and Shakespeare's versification.

B. Tennyson and Browning. Miss Hildebrand.

MATHEMATICS—Miss Rose B. Wood

Mathematics I.—Four hours, two semesters.

Algebra through Quadratic Equations. Emphasis placed upon analysis of problems and factoring. Graphs introduced. Text, Slaught and Lennes' *High School Algebra*, Elementary Course.

Mathematics II.—Four hours, two semesters.

Plane Geometry.—This course develops the student's power of reasoning and gives practice in geometric con-

struction, systematic arrangement of work and solution of original problems. Wells' *New Plane Geometry*.

Mathematics III.—Four hours, two semesters.

First Semester.—Solid Geometry, including geometric drawing and the solution of many practical problems. Wells' *New Solid Geometry*.

Second Semester.—Higher Algebra. Four hours. This course gives a review of the elementary operations with em-

phasis placed upon their theory; advanced work in quadratic equations, theory of quadratic equations, use of the discriminant, use of determinants in the solution of simple equations; binominal theorem; logarithms and progressions. Text, Slaught and Lennes' High School Algebra, Advanced Course. *Mathematics IV.*—Three hours, two semesters.

First Semester.—Plane and Spherical

HISTORY—Mr. Guy Motley

History II.—Four hours, two semesters.

Outline History of Greece; Outline History of Rome to 476 A. D. Text, West, "Ancient History," Guerber's "Myths of Greece and Rome."

History IV.—Four hours, two semesters.

An extended course in English History, beginning with the Roman occupancy. Special stress is, of course, laid on the Norman Conquest; Magna Charta; the growth of popular rights as exhibited in the jury system, in limitations upon the right of succession to the crown, and in the origin and growth of representative government; the Reformation; the Elizabethan age; the Stuart conception of the kingship; the Commonwealth; the Revolution of 1688; the commercial expansion and colonial wars of the XVIII. century, and the enlightened and liberal legislation of the XIX. century. Mainly recitation work; some lectures. Text, Cheyney. References, Taswell-Langmead, Greene, Hannis Taylor, Terry. One hour of each week will be given to source-work.

History V.—Five hours, one semester.

Mediaeval and Modern Europe. The course is meant to cover the migrations, the period of Charlemagne, the Crusades, the struggle of the Papacy with the Empire, the Renaissance, the Reformation, the struggle of France against the Austro-Spanish Power, the

Trigonometry. Text, Wells' New Plane and Spherical Trigonometry.

Second Semester.—College Algebra. This course includes the Binomial Theorem, Series, Undetermined Coefficients, Logarithms, Permutations and Combinations, Probability, Continued Fractions and Theory of Equations. Text, Wells' College Algebra.

Mathematics V.—

First Semester.—Analytic Geometry;

Second Semester.—Calculus.

Thirty Years' War, the aggrandizement of France under Richelieu, Mazarin, Louis XIII, and Louis XIV; Colbert's work; and Northern nations; the South-eastern part of Europe and the birth of the Eastern Question; the Spanish Succession War; Eighteenth Century diplomacy; the growth of Brandenburg, the dualism in the German Empire; the Seven Years' War; the Secret Diplomacy of Louis XV.; the Expansion of Great Britain. Mainly recitation work; some lectures. Text, Robinson's "Introduction to Western Europe." One hour of each week will be given to source-work.

History VI.—Five hours, one semester.

American Colony History. Special attention will be given to the Colonial Governments, industries, social institutions, and development from dependent settlements into self-governing colonies. The causes of the Revolution and the growth of the ideas of independence and union will be studied in more or less detail. The use of original sources will be used to suit the maturity of the class. Texts, Thwaite's "Colonies," Muzzey's American History.

American History since 1787. The formation of the Constitution; the organization of Washington's government; the Democratic triumphs of Jefferson and Jackson; the slavery troubles and Civil War, and the period of Reconstruction, will be touched upon with

more or less emphasis. Source-work will be largely used. Texts, Muzzy's "History of the American People," Wilson's "Division and Reunion."

Such secondary authorities as Henry Adams, McMaster, Schouler, Von Holst, and the "American Nation" Series will be in constant use.

POLITICAL ECONOMY—*President Million.* Two hours, two semesters.

The course opens up the study of Economics, the first semester's work being a discussion of the elementary principles of the subject.

In the second semester a few of the important economic problems are studied. Text, Alvin S. Johnson's "Introduction to Economics."

RELIGIOUS EDUCATION—*O. Olin Green*

The department of Religious Education in Hardin College was the first in any college in Missouri and the first in a junior college anywhere. It was established by a vote of the trustees early in the year 1911, with Prof. Henry Edward Tralle in charge. The work was begun with the opening of the fall semester of the same year, with a fine enrollment, and, during the years following, there have been enrolled in the department more than one-fourth of all the students in the school.

For the use of the students in the department, there has been established a special library containing several hundred volumes of selected books on psychology, pedagogy and the Bible, and also sets of graded lesson helps and teacher-training text-books, together with Bible maps, Oriental models and samples of graded handwork.

The courses in Religious Education provide definite training for practical Christian service in home and church. The students in this department are prepared for effective teaching in the Sunday-school and for leading training classes, prayer-meetings, etc.

1. Pedagogy I—Elements of Sunday School Teaching (one hour, first semester, and one hour, second semester). An elementary, comprehensive course in practical Sunday-school work, including lessons on the pupil, the teacher, the school and the Bible,

with practice and observation work in the Sunday-schools of the city and with references to the literature of the subjects treated.

2. Bible I—Old Testament History (one hour, first semester).

A general, systematic course introductory to the intelligent study of the Old Testament. The student is led into a knowledge of the historical background and the vital teachings of the Old Testament and into an appreciation of these books as literature. The Scriptures themselves constitute the chief text. These, however, are supplemented by a class-book; "Old Testament Studies," by Dr. P. E. Burroughs. This book is admirably adapted to the study of the Old Testament as it gives the Old Testament history in broad outlines, scriptural references, helpful suggestions and much valuable information.

3. Bible II.—New Testament History (one hour, second semester).

A constructive study of the personality and work of Jesus and of his fundamental teachings, and of their practical interpretations in the activity and teachings of the apostles and in the growth and extension of Christianity during the first Christian century. The New Testament will be the chief text-book but as a guide to the Scriptures Robertson's "Studies in the New Testament" will be used.

4. Fundamental Moral and Religious Values.—A survey of the modern world, the trend of Western Civilization, with an investigation of the moral and religious qualities in human personality vital to the individual and society. This course is designed to be preparatory to the study of the Bible as Literature. One hour a week for first and second semesters.

5. The Bible as Literature.—This is a literary study of the Bible with a view to ascertaining a knowledge of the contents, and an appreciation of the beauty, variety, and power of the

Holy Scriptures as works of literary art. By a study of this kind it will be shown that the Bible responds to every great test to which any literature must conform. Its dramas, epics, poems, stories, essays, histories, and its philosophical works are superior to those of any other literature and with it all there will be a great spiritual uplift to the earnest student. Moulton's Modern Reader's Bible will be used as text-book which will be supplemented by lectures. One hour a week for the first and second semesters.

GREEK—Mrs. Million and Miss Clara Haggard

The course in Greek covers three years, during which a number of authors are studied, and the pupils acquire ability to read with ease ordinary Attic and Homeric Greek, besides gaining some knowledge of the life and literature of the Greeks.

Greek I.—Five hours, two semesters.
First Semester.

Texts, Ball's Elements of Greek, Harper & Wallace's "Xenophon's Anabasis," Goodwin's Greek Grammar.

LATIN—Mrs. Million and Miss Clara Haggard

Latin I.—Four hours, two semesters.

Texts, D'Ooges First Year Latin.
Miss Haggard.

Latin II.—Four hours, two semesters.

Texts, Potter's Caesar; Riess and Jones' "Caesar's Gallic War." Miss Haggard.

Latin III.—Four hours, two semesters.

Texts, Gunnison and Harley "Cicero;" Bennett's Latin Grammar. Miss Haggard.

Latin IV.—Four hours, two semesters.

The equivalent of four books of Caesar and six orations of Cicero is required before entering this class. Texts, Frieze's "Vergil;" Mythology, Guerber's "Myths of Greece and Rome." Miss Haggard.

Latin V.—Three hours, two semesters.

A. First Semester.—Horace, the

Second Semester.

Texts, Harper & Wallace's "Xenophon's Anabasis." Goodwin's Greek Grammar.

Greek II.—Three hours, two semesters.

First Semester.

Text, Bristol's "Lysias," ten orations.

Prose Composition.

Second Semester.—Odyssey.

Greek III.—Three hours, two semesters.

Tragedy and Comedy. Mrs. Million.

"Odes" and "Epodes." The literary study will be emphasized. Text, Bennett.

Second Semester.—Horace, Satires and Epistles. Mrs. Million.

B. First Semester.—Two hours. Ovid.

Second Semester.—Three hours. Roman Comedy, Terence. Mrs. Million.

Latin VI.—Three hours, two semesters.

First Semester.—Text, Abbott's "Cicero's Letters." Selected Letters and a study of the times as shown in the letters.

Second Semester.—Pliny, Selected Letters, Martial; Selected Epigrams, and a study of Roman private life. Mrs. Million.

During the entire course appropriate lessons on Roman Antiquities will be given. Throughout the last three years essays on assigned topics are required. Much composition work is required.

MODERN LANGUAGES—Miss Ida E. Schnirel

German I.—High School.—Four hours, two semesters.

Spanhoofd's Elementary Book of German Speech. "Gluck Auff" and "Im Vaterland." Translations, dictation, memorizing of German poems and songs, conversation and study of German geography.

German I.—Four hours, two semesters (College).

Joynes & Wesselhoeft's German Grammar. Bacon's "Im Vaterland." Translation, dictation, memorizing of German poems and songs, conversation and study of German geography. Study of stories and legends of old German heroes.

Requirements for entrance to the Second Year German:

The student must have an accurate knowledge of the forms of weak and strong verbs and of all declensions; a knowledge of the order in sentences; must have read intelligently at least one hundred pages of standard authors, such as are commonly studied in the first year of a German course, and must have committed to memory six poems and six German songs.

German II.—Four hours, two semesters.

Thomas' Practical German Grammar (revised). Selections from representative modern authors. Conversation, dictation and translation into German.

German III.—Three hours, two semesters.

Bernhardt's Composition. Sight translation, conversation and dictation.

Reading of modern representative authors—Lessing, Schiller, Heine. Memorizing famous German poems and singing of more difficult songs.

German IV.—Three hours, two semesters.

Original composition and theme work. History of German Literature, Priest. Reading, Goethe's "Faust." German conversation.

French I.—Four hours, two semesters.

Fraser & Squair's Shorter French Course. "Le Tour de la France par Deux Enfants." Dictation, translation, conversation, memorizing six poems, and study of French geography.

Requirements for entrance into Second Year French:

The student must have an accurate knowledge of the regular and of the more important irregular verbs; must have read at least one hundred and fifty pages of standard French having a vocabulary equivalent to that in "Le Voyage de M. Perrichon," and must have committed to memory at least six of La Fontaine's "Fables."

French II.—Four hours, two semesters.

Fraser and Squair's Grammar, Reading of French classics, representative authors. Conversation, dictation, translation into French.

French III.—Three hours, two semesters.

Study of French authors and classics of XVIII. century.

SCIENCE—

Science I. (High School) two semesters.

Physics.—Experiments in practical measurements, mechanics of solids, of fluids, and of heat. Experiments in electricity, light and sound. A note book is required with every experiment which the pupil performs. All laboratory experiments are outlined by the instructor. One lecture period and two periods for laboratory work. Text, Mann and Twiss.

Science II. (College) one semester.

Chemistry.—A study of the nonmetals and their compounds; of metals and their compounds; the principles of quantitative analysis, group separation and some of the simpler organic compounds. Three lecture periods and two double periods for laboratory work.

Science III. (College) one semester.

Household Chemistry.—(Prerequisite,

General Chemistry). An elementary course in Organic Chemistry of foods. Required of all students who take advanced work in Home Economics. *Science IV.* (College) one semester.

Botany.—An elementary course in College Botany. It will include a study of the general structure of plants, adaptation of the nutritive organs of plants, respiration and the production of energy in plants, reproduction in plants, plant propagation, plants in their relation to human welfare, plant classification, etc. The laboratory work will require a carefully kept note-book, with

drawings by the student. The laboratory work and the reference readings are outlined by the instructor. Three lecture periods and two double periods for laboratory work.

Science V., three hours, one semester.

General Bacteriology.—(Prerequisite, General Botany). A general course in the fundamental principles of Bacteriology. Required of all students who take advanced work in Home Economics.

N. B.—All the laboratory periods are double periods—that is, two hours.

HISTORY OF ART—*Mrs. Helen L. Million*

A brief outline of the principles of Art. Study of the development of Architecture. Sculpture and Painting; description of some masterpieces in

each, with brief sketches of famous artists. Text, Reinach's "Apollo." Two hours.

EDUCATION—*Miss Elizabeth Cox*

Our State Department is showing a broader sympathy in the educational work of the state.

The State Department, recognizing the educational merit of the Junior College, has issued the following statement, giving the conditions upon which a graduate of Hardin may teach for a period of three years in the public schools of Missouri.

To Junior Colleges Accredited by the University of Missouri:

A State certificate, known as a Junior College Graduate Certificate, authorizing the holder thereof to teach in the public schools of Missouri for a period of three years will be issued to the graduates of those institutions accredited by the University of Missouri as junior colleges. A minimum of twelve hours in education shall be required of all applicants for this certificate.

General Psychology.—Three hours, First Semester.

An introductory course in general

psychology based upon such texts as Thorndike's Elements of Psychology, James' Briefer Course in Psychology, Calkins' First Book in Psychology, supplemented by Experiments in Psychology.

School Management.—Three hours, First Semester.

A course in effective methods of class room management, problems of rural, elementary and high school teachers and a study of the relations between the teacher and pupil, the teacher and the principal, the teacher and the community, the teacher and the state. Text, Strayer, The Teaching Process or an equivalent text.

History of Education.—Three hours, Second Semester.

The purpose of this course is to give an understanding and appreciation of present educational tendencies by tracing historically educational principles which have been most effective in de-

termining the subject matter, method and organization of present day education. Text, Monroe, A Brief Course in the History of Education.

Methods of Teaching.—Three hours, Second Semester.

This course consists of a study in

the application of the general principles of teaching to the various subjects of the elementary school curriculum and is paralleled by critical observation in the teaching of these subjects. Text, Charters' Methods of Teaching.

STEREOPTICONS

Two high-grade Stereopticons have been installed for regular use in classroom work and in lectures. The stereopticon has already been used with great success in the History of Art

course. There are great possibilities for the stereopticon not only in Art History, but in the classics, History, English, Science and History of Music.

Honors

A gold medal (\$10) is awarded to the student in the College Department who has the highest average in scholarship for the year. Students competing for scholarship honors must carry four of the regular branches, fifteen (15) hours' recitation per week, leading to graduation.

Recent winners of scholarship medals:

Miss Linnie Scott, Clinton, Mo., 1909.

Miss Pauline Bretch, Hobart, Okla., 1910.

Miss Lucy Denham, Mexico, Mo., 1911.

Two awards 1912:

Miss Alberta Griswold, Clarence, Mo.

Miss Helen Vaughan, Big Spring, Texas.

Miss Mary Sears, Pingtu, China, 1913.

Miss Ruth Cook, Mexico, Mo., 1914.

Miss Martha Mathews, Louisiana, Mo., 1915.

Miss Mildred Pearl, Mexico, Mo., 1916.

Degrees

(Honors will not be conferred until all bills are paid.)

The degree of A.A., Associate in Arts, the Junior College degree approved by the University of Chicago and the University of Missouri, will be conferred upon students who complete any one of the four courses: Latin, Modern Language, Classical, Normal, or any combination of same (pp. 23-24). Students completing any one of these courses and receiving the A.A. degree from Hardin College will be admitted to the junior year of the Missouri State University without examination and with 60 hours credit, or the same as if they had attended the State University two years. No other Literary degree is given by Hardin College.

Students who reach a standard of 90 per cent in examinations combined with class grades during the year are marked distinguished and their names published on Commencement day.

COMMERCIAL DEPARTMENT—Miss Marjorie Comstock

A thorough and complete course preparing students for various kinds of office work.

Bookkeeping.—The work is devoted to Jobbing, General Merchandise, Partnership, Corporations, Commissions, etc. The work is practical, students filling out the different kinds of papers used in ordinary business transactions.

Stenography.—The Gregg System or some standard system will be used for correspondence. In advanced work reporting is taught. Special attention is given to office dictation.

Typewriting.—The Touch Method is taught. The chart is used until students can carry the complete mental picture.

Students finishing the course in Shorthand and Typewriting, or Bookkeeping, will receive a certificate of proficiency in the subject finished.

Students who are graduates of four year High Schools, and who finish the entire course, Bookkeeping, Shorthand, and typewriting, will receive a Diploma entitled Proficient in Accounts, and are then qualified to fill office positions capably.

While in school the pupils are given, when possible, special work from the office to write and arrange, ready for the printer. They are especially trained in addressing envelopes, writing circular letters, arranging work for Annuals, Catalogues, etc.

DEPARTMENT OF EXPRESSION—Miss Lena M. Dickinson

The purpose of the Department of Expression is to develop natural speakers, not by arbitrary rule, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings; also to develop real power by cultivating those qualities of mind and heart which lie behind all expression, thus leaving the speaker free to express his thoughts, convictions and emotions ac-

cording to his own temperament. It seeks to awaken the student of expression, whether he aims to be a creative thinker or an interpreter, to a realization of his own potentialities and give direction to his training that he may attain them.

"Our aim is not to train a soul by itself alone, nor a body by itself alone, but to train man; and in man body and soul can never be divided."

COURSE OF STUDY

The work is fundamental, because it develops the orator's power; progressive, as it requires him to add something to his mind-power at every step; practical, inasmuch as his progress is constantly tested by his ability to move an audience.

First Year.—Individual Work. Emerson's "Evolution of Expression," Vols. I. and II. Physical Culture. Voice Culture—training the voice to free the vocal aperture, place the registers, cultivate the overtone, and make the voice flexible to express the feelings of the thoughts expressed. This is done by systematic exercise for development of resonance, articulation, pronunciation, enunciation and development of breath control.

Second Year.—Individual Work. "Evolution of Expression," Vols. III. and IV. Physical Culture, Voice Culture, interpretative and expressive reading. Critical study of the great masterpieces of literature. Character delineations. Recitals.

Third Year.—Individual Work. Advanced training in literary interpretation. Personal criticism and guidance by practical application of the principles as developed through the sixteen progressive and graded steps of the "Evolution of Expression." Critical Analysis. Public Recitals. Gesture, Scenes from Shakespeare and the interpretation of works by the great masters.

Class Expression, or Reading.—The aim in Reading is to give the student power to interpret the written or printed page and train the mind to give out the ideas thus obtained with feeling and conviction. Reading thus taught is an art and rests upon recognized laws of nature. These laws are so arranged as to give the student power to grasp with the least effort the thought on the written or printed page and to give that thought out to her hearers with clearness of interpretation.

The student is drilled with the class as a critical audience in order to develop at the moment of speech mental activity in both the student and the class. Enunciation and pronunciation are given much attention. In mastering the voice the student must learn to control the breath and tone projection in order to eradicate the faults in the use of the voice and secure flexibility, smoothness and power.

There will be a great deal of reading at sight of selected passages from the best literature, including selections from the Bible, current periodicals and the daily newspaper. There will be a limited amount of committing to memory as a regular part of the work in the Reading classes. Each class will be met twice a week for one hour, one semester.

Credit given for one hour twice a week, one semester, 1-4 of one high school unit.

Dramatic Club.—All Expression pupils are members of the Dramatic Club, which meets once a week. The work of the individual student is presented before members of the class. Extemporaneous speaking, Pantomime and Responsive Drill Work. Several plays are put on during the year for the public.

The dramatic work is studied as a means of personal culture because it cultivates the imagination, which is the mother of all art, broadens the sympathies, nurtures the sense of beauty which refines the character, and gives ease and grace by a physical response to the thought.

Students pay rentals for costumes used in dramatic plays.

Candidates for graduation must complete the course of a standard high school or its equivalent and the course in Expression as here outlined. Students meeting these requirements will be granted a diploma.

Texts, "Evolution of Expression," Charles Wesley Emerson.

PHYSICAL TRAINING—Miss Ruth Barbara Rule

No class of people need physical training more than college girls. The sedentary habits of students make exercise in the gymnasium an important factor in maintaining good physical condition, hence an essential to the best mental effort.

For this reason physical culture is required of all students except those who are excused by a regular physician.

COURSES

ELEMENTARY TRAINING This course covers a series of developing and corrective exercises of the simpler forms. The exercises are for the general benefit of health, freedom of movement, grace and poise. Much attention is given to the method of standing and walking and deep breathing. The simpler exercises in dumb bells, wands, Indian clubs, poles and rubber balls are used. The student is trained for the purpose of acquiring the power of co-ordination and sense of rhythm that she may gain results in grace, ease of movement and self-reliance. The personal needs of the student are always kept in mind.

Required of all students except those sufficiently advanced for upper classes or excused by a physician.

Three hours a week, two semesters, Credit equivalent to 1-4 of high school unit.

ADVANCED TRAINING German tactics, Swedish gymnastics, light apparatus, fancy steps and folk games further developed during the second year. Highly organized games, such as tennis, volley-ball, basket-ball, indoor base-ball and hockey, comprise the recreative portion of the work.

Two hours a week, two semesters, instruction and exercises. Credit two hours on either high school or college work.

A physical examination is given by the physical director to every student

on entering the college. The student is assigned to class work in accordance with this examination and previous training.

Corrective Exercises, Personal Hygiene, Rules of Living and Forms of Exercise that can be used after college days are over are taught throughout the courses.

Allied courses, such as Eugenics, First Aid to the Injured, are given under the head of Round Table lectures by Mrs. Million.

PLAYGROUND In this course are considered the theories of play and the efficient management of recreation in public schools and playgrounds. Both organized and unorganized games, including singing games and folk dances, are taught. This course will be found invaluable to those preparing to teach primary work. Two hours a week.

THEORY OF PHYSICAL TRAINING The principles of exercise are considered in detail in this course, which also includes a study of The History of Physical Training, Sports and Games and the Swedish Systems of Physical Training. Regular games and team work will be required of only those who are physically capable. The physical condition of each girl must be known to the director before practice games or final games. Indiscriminate exercise necessitating great strain is nothing less than criminal in the case of girls. No girl will be allowed to practice or play Basket Ball and like games who is not at the time in proper condition. Regular gymnasium classes, two hours per week.

PHYSIOLOGY A general course in Advanced Physiology. Text, Martin's "Human Body." Required of all students taking Theory of Physical Training. Three hours a week.

GYMNASIUM The Gymnasium building is fire proof, constructed of brick, steel and concrete, 102 feet long by 55 wide, two stories high. The roof is of red tile, supported by heavy steel trusses. Cost of building, \$25,000.

Along one side and one end there is a double tier of sound-proof piano practice rooms and teachers' studios. There will be no practice pianos located near living rooms in the main dormitory building.

The hard maple floors in the Gymnasium and in the studios are laid upon concrete.

The exercise room is available for in-door tennis, basket-ball and any other games every day in the year, no matter what the weather conditions are.

THE SWIMMING POOL The pool is in a separate building, 35x95 feet, constructed of vitrified brick, steel and concrete. The

pool proper is 24x60 feet in the clear, 7½ feet at the deepest place, lined with white tile, having a blue border. It is provided with a scum gutter and with the Ultra-Violet Ray system of filtration and sterilization. There are three heating systems, one for the water in the pool, one for the room and one for the shower baths. At one end are shower baths, dressing rooms, hair drier, and places for lockers. The cost of the building and the pool is \$12,000.

The swimming pool will be at all times under the supervision of a competent director. Both class and individual instruction will be given. Swimming is not only one of the most healthful of sports, but an asset as a matter of protection. It is, therefore, urged that all students make provision for instruction.

ROUND TABLE—*Mrs. J. W. Million, Conductor*

The Round Table.—One hour, Credit, ¼ of high school unit.

Etiquette and the principles involved.

Hygiene.—Dress and the principles of hygiene and aesthetics governing it.

Mental Hygiene.—*Sex Hygiene*. *Eugenics*.

ART DEPARTMENT—*Mrs. Belle Fitzgerald*

The Art Department is accommodated in a well-adapted studio. It is furnished with models and such artist material as is necessary for art work.

The system of instruction in this school is the same as that adopted by the leading instructors of this country and Europe. It seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way.

Pupils with previous training must submit satisfactory specimens of their work before entering this course for graduation.

Law.—In so far as it is of use to women in general, and the legal status of women in the United States.

A course of Mother Talks and discussions with girls about what they ought to know.

OUTLINES OF COURSES

1. *First Year Drawing*.—Drawing from objects and casts in charcoal, pen and ink; study of light and shade; sketching from nature, (water colors); modeling in clay; perspective. One year.

Inasmuch as drawing is of so great importance as an educational factor, we urge all pupils to take this first year course in Drawing, as it is a preparatory class for all the Art study offered in the following courses, and the training obtained is equally valuable to the future portrait painter, designer and illustrator.

2. *Advanced Drawing*.—Drawing from casts of heads, busts, still life, in charcoal, pencil, pen and ink; drawing from draped life models; outdoor sketching, water colors. One year.

3. *Painting*.—Simple studies in still life. Painting from the head and draped life models; color studies of fruits, flowers and landscapes from nature in all mediums; composition, Art Club and Sketch Class. One year.

4. *Advanced Painting*.—Painting in oil from life, nature, still life; portrait study in the Life Class; composition; perspective; Art Club and Sketch Class; Art History. One year.

Public School Drawing.—Perspective blackboard work and water color painting. One hour per week.

Special courses in Pencil, Pen and Ink, Colored Crayons, Clay Modeling, Charcoal, Tapestry, Brass and Leather-craft.

HOME ECONOMICS—Miss Clara Elizabeth Vogt

High School—Course I.—*Cooking*.—Six hours, two laboratory and one recitation period per week.

This is an introductory course in Home Economics running throughout the year, giving problems involved in household management and sanitation, the composition and preparation of foods, along with a complete course in cooking.

Course II.—*Sewing*.—Four hours, two laboratory and two recitation periods per week.

This work consists almost entirely of laboratory practice. A brief survey of the origin and composition of the different textile fabrics is given. Hand and machine sewing are done, including the making of underwear and simple garments.

College—Course I.—*Cooking*.—Six hours college credit. One hour recitation, two two-hour laboratory periods per week.

Selection and Preparation of Food. This is an elementary food course running throughout the year. It takes up the study of the composition of foods, the principles underlying the selection and preparation of food, their

Requirements for graduation in Art:

The regular course in Art will cover four years, but a student will not be held back if her work warrants promotion.

Students completing the above four courses and a standard high school course or its equivalent, in which History of Art, Design, Drawing, etc., will be given due credit, will be awarded a diploma in Art.

Students who complete one year in Drawing, three years in China Painting and a standard high school course or its equivalent, in which History of Art, Design, etc., will be given due credit, will be awarded a diploma in Ceramic Art.

All of the pieces finished in the Art Department during the year must be left at the College for exhibition at the Art Levee.

Revelation Kila No. 7. Special used in the Art Room.

digestion, absorption, nutritive value and use in the body. The relation of bacteriology, chemistry and physiology to food work is studied and applied. A complete and thorough course in cooking is given.

Course II.—*Food Problems of the Household*.—Two hours college credit. One hour per week each semester.

The aim of this course is to prepare the student to deal with the food problem as it presents itself in the average home. It includes the study of the principles of the balanced diet, the nutritive value and cost of the different food materials, the purchase and care of food in the home and the equipment for the preparation and serving. Throughout the course meals are planned, prepared and served.

Course III.—*Selection and Construction of Clothing*. Two hours. Two hours. Two laboratory periods per week, each semester.

This course takes up the clothing problem of the college girl. The proper selection of materials and principles of construction are worked out through the planning and making of underwear and simple garments.

Hardin Conservatory of Music

Chartered by the State, with Power to Confer Degrees and Grant
Diplomas

PROFESSOR ARNOLD E. GUERNE, *Director*

THIS CONSERVATORY has gained an enviable reputation, and justly so by reason of the work it has accomplished.

The Advantages of Conservatory over private instruction are many. A Conservatory stands in the same relation to a private teacher as the college or university does to a private tutor. Exceptional cases exist where private teaching is preferable to conservatory or college teaching, but such cases are rare. Among the students in a conservatory a healthy spirit of emulation, ambition and self-reliance is engendered. Through frequent recitals they are spurred on to greater efforts and are taught to criticise intelligently the performance of others. Confidence and repose of manner are gained by appearing as performers at these recitals, and a refined and cultivated taste is acquired by being constantly in an art atmosphere.

It is reasonable to suppose that a Conservatory with the reputation Hardin has would not spare expense in engaging the best teachers obtainable.

The teachers are all specialists in their given departments. Patrons may feel assured that every attention will be given to our students.

PROF. ARNOLD E. GUERNE

is the Director of the Conservatory. Prof. Guerne comes from the Stuttgart Conservatory, graduating with the highest honors, and has won great success as a teacher in Switzerland, Scotland and America. The following short biographical sketch is simply a bare outline of a successful career

A. E. Guerne, native of Canton Berne (Moutier), Switzerland; educated in schools in Moutier, Neuchatel, Berne, Zurich (three years at Polytechnicum and University), and Stuttgart (three years at Royal Conservatory for Music). First music lessons from father (teacher and organist), taking his place as organist when ten years old. Later a student under some of the most prominent musicians in Switzerland, among others Dr. Mendell, cathedral organist

in Berne. In Stuttgart he studied piano under Prof. Dr. Lebert, founder of Conservatory and author of the well-known "Grand Pianoforte School;" organ and composition under Prof. Dr. Faisst, one of the foremost organists in Germany. Taught in the Stuttgart Conservatory during the last two years of study. While at the Stuttgart Conservatory Prof. Guerne had as fellow-students Victor Herbert, the well-known composer and conductor; Reginald De Koven, composer and musical critic (*New York World*); and Percy Goetschius, author of several standard works in Theory. After leaving Stuttgart, conductor and organist in St. Gall (Switzerland), piano teacher at International Institution, Breidenstein (Switzerland), then in Eastbourne, England, one year, and in Scotland (Banff and Aberdeen) nine years. While teaching in the two last named places his pupils, sent for examination to the University of Edinburgh, the Royal Academy and the Royal College of Music, for several successive years headed the list of successful candidates.

Professor Guerne taught one year privately in New York City. He came to Hardin College in 1893 and has been continuously director of the Hardin Conservatory with the exception of four years.

MISS FLORENCE L. WOODIN

After attending public schools, Miss Woodin enrolled as a student at Housatonic Hall, Great Barrington, Massachusetts. She then attended the Metropolitan College of Music in New York City for a period of four years. Upon receiving a teacher's certificate she taught in the College of Music for five years. She next accepted a position in Liberty College for Young Women, Liberty, Missouri, and taught there for a period of five years. Realizing the great value of foreign study, Miss Woodin went to Paris, France, and studied for a year under Sbriglia. On returning from Paris she accepted a position in Washington College for Young Women, Washington, D. C., where she continued head of the Voice Department for ten years.

The following statement is from M. E. Palmer, Proprietor, Metropolitan College of Music, New York City:—

"Miss Florence L. Woodin, who is at the head of the Vocal Department of the Liberty Ladies' College, has had fine training for such a position. She began her musical studies while a pupil in Housatonic Hall Seminary, Great Barrington, Massachusetts, and went from there to the Metropolitan College of Music in New York City, of which the great composer, Dudley Buck, is president, and the Rt. Rev. Bishop Henry Potter one of the Board of Trustees. There she studied tone development with H. W. Greene; interpretation of German songs with Dr. John C. Griggs; Oratorio and English songs with Dudley Buck; Italian and French songs with Sigor del Papa; operatic selections with Agromonte and F. C. Packard; and later tone culture and interpretation with E. Presson Miller, who is a student and close follower of the methods of Sbriglia of Paris. Miss Woodin also studied with Henschel of London, and her certificate for teaching is signed by Gottlieb Fadelien. Her ability to

teach was so decidedly shown in the normal work required in the College course that she was elected one of the College Faculty, which position she has successfully filled for five years.

"I cordially recommend Miss Florence L. Woodin to any position that she shall desire to assume. Her work in our school is of the highest grade, is so considered by associate teacher and heads of departments. She is a musician and student. Her work with me in the school and residence has been tactful and unexceptionally excellent. I consider any school fortunate in obtaining her services."

The following statement is from E. Presson Miller, Teacher of Singing, 826 Carnegie Hall, New York, date of May 3, 1916:—

"I congratulate you upon securing Miss Florence Woodin as a teacher of Voice for the coming year. Miss Woodin was a pupil of mine and assistant teacher at the Metropolitan College of Music, this city, where I was director of the Voice Department for five years before coming to Carnegie Hall.

Miss Woodin is a teacher of wide experience and has had splendid training both in this country and abroad. I assure you that she will give entire satisfaction in everything that you require of her. I have many teachers in the different colleges and schools throughout the country but none have shown better results than she."

Miss Woodin's first year in Hardin has been an unqualified success. Her list has been filled to capacity throughout the year.



Course of Study

Piano Forte

The course is intended to give a broad and thorough musical training based on the classic masters, but also including the best works in the various styles of modern composition.

A thorough foundation being illusory without a full "command over the means of expression," and this constituting the "Art of Touch," we aim to develop in our students the mental and muscular habits which will lead them to the fulfillment of the laws of touch. Great players observe these laws more or less intuitively, but Piano Schools as a rule take little account of them and hence the paucity of results. Experience leads us to assert that a pupil taught rationally, can, in two years, with one hour of daily practice, attain far better results than does the average student in six years, with two or three hours practice daily. The hands and fingers of the average student are not stiff naturally. Finger and hand gymnastics are absolutely unnecessary if, as pointed out by Dr. Steinhausen in his epoch-making work, "The Physiological Mistakes in Pianoforte Playing and How to Correct Them," only as much as the ground form of the touch movement has been fully realized and is being applied in teaching and practices, viz.: A swinging movement of the whole mass of the arm from the shoulder downward in conjunction with a swinging, rolling motion of the forearm and swinging action of hand and fingers. As Dr. Steinhausen remarks: "The average beginner can be taught the equalization of the fingers in a few moments. How much useless practice, how much precious time has been spent on a Phantom."

The system of teaching has to adapt itself to the individual needs of each and every particular student. All have eventually to learn the same things but the order and the ways employed must depend almost entirely on individual needs. The following will give an idea of the work to be covered:

Preparatory Class.—Mrs. Spencer-Curwen's "Child Pianist;" Pianoforte Schools of Damm, Germer, Riemann; easy pieces by Reinecke, Kohler, Krause, Gurlitt, Lichner, Rhode, and others.

First Year.—Czerney-Germer, *Selected Studies*, Volume 1.; Kohler, *Studies*, Op. 50, 256; Sonatinas, Rondos, Variations, etc., by Clementi, Kuhlau; Haydn; Mozart; Dussek; Beethoven, Hummel, Schumann, Scharwenka, Kullak, etc.

Second Year.—Czerney-Germer. *Selected Studies* from Op. 299 (School of Velocity), 834, 139, 355 (Polyrhythmic Studies and Ornamentation); Heller, *Studies for Rhythm and Expression*; Bach, J. S., easier composition (Little Preludes and Fugues, easier two-part Inventions), French Suites; Sonatas by Haydn, Mozart; Mendelssohn's Songs Without Words; appropriate selections from classic and modern composers.

Junior Year.—Cramer-Bulow, *Studies*; Selections from Clementi's "Gradus ad Parnassum," edited by Lebert; Bach, two and three-part Inventions, English Suites; Selections from Weber, Schubert, Mendelssohn, Schumann, Chopin, Heller, Gade, Jensen, Sinding, Bendel, Raff, Rheinberger, Tschaiowski and others.

Senior Year.—Candidates for graduation must take instruction in ensemble playing two years. Clementi-Lebert "Gradus ad Parnassum," Moscheles, Op. 70; Kullak, *School of Octaves*; McDowell, Op. 46; Selections from Henselt, Op. 2, Chopin, Op. 10 and 15, Bach; "Wohltemperirtes Clavier;" Sonatas by Beethoven; pieces by Schumann, Chopin, Henselt, Grieg, Reinecke, Raff, Nicode, Moszkowski, Xavier and Philip Scharwenka, Saint-Saens, Debussy, Rich, Strauss, MacDowell, Brahms, Liszt, etc. A concerto by Mozart, Hummel, Mendelssohn, or Beethoven.

Harmony, two years; History of Music, one year.

Post-Graduate Course.—Tausig, *Daily Studies*; Phillip's *School of Octave Playing*; Etudes by Chopin, Rubinstein, Liszt, MacDowell, Moszkowski, etc.; Bach; "Wohltemperirtes Clavier;" Transcriptions of Organ Pieces (Liszt, Busoni), Concertos and Concert Pieces by Beethoven, Schumann, Chopin, Raff; Hiller, Reinecke, Rubinstein, Brahms, Liszt, etc.

In regard to the amount of time to be spent at the piano we lay stress on *Good* rather than *Long* practice. As emphasized by Leschetizky, as the fundamental principle on which he bases his teaching, concentrated thought should form the basis of all practice, and good work should possess the following qualities:

- 1 An absolutely clear comprehension of the principal points to be studied in the music at hand.
- 2 A clear perception of where the difficulties lie, and
- 3 A clear understanding of the way in which to overcome those difficulties.

DIPLOMAS IN PIANO

Candidates for graduation in Piano must have covered the technique of the course as stated above, must have completed the equivalent of a four-year accredited high school course, in which Harmony and History of Music are given due credit, and give a recital, the program of which must be of the Senior course standard. In all but very exceptional cases students already advanced when entering Hardin will be required to spend from two to three full years before receiving the Diploma.

Students who complete the entire course will be awarded a Diploma in Piano. (See page 19).

Voice

MISS FLORENCE WOODIN

It is impossible to give a list of studies and songs to be strictly adhered to, as needs of the individual student must be considered and the material varied accordingly. However, an idea of the work covered in the different years may be obtained from the following:

First Year.—Voice Training (implying principles of breathing, as applied to tone-production and art of vocalization, voice-placing, elementary vocalization, to be continued throughout the course, according to the requirements of the individual), Sight-reading: Vocal Physiology; Panofka, A B C; Marchesi, Elementary Exercises, Op. 1, Part I.; Marchesi; Elementary Exercises, Musical History (one year); Songs for Phrasing and Enunciation.

Second Year.—Voice Training; Chorus; Concone, twenty-five lessons; Concone, fifteen lessons; Marchesi; Op. II.; Panofka, Op. 81, Part I.; Harmony (one year; Songs and Ballads, to be selected suitable to the needs of the individual student. The student must be able to play accompaniments, read vocal music, and appear in public performances.

Third Year.—Voice Training; Chorus; Marchesi, Op. III.; Masterpiece of Vocalization (Max Spicker) No's. 3 and 4; Concert; Oratorio and Opera Arias. The student must have a general knowledge of the best Music of the day, of the English, German, French and Italian schools; History of Music (one year), German or French (one year); and one year in Sight-singing and Ear-training.

Voice, Sight Singing and Ear Training

MISS FRANCES GUPTON

First Semester.—Elementary work in Sight-Reading from Normal Chart, by syllable. Short exercises in ear-training in tune and melody writing.

Second Semester.—Text, "Cecilian Studies and Songs," together with such supplementary work as the needs of the class seem to demand. Two, three and four-part exercises and songs. Advanced work in Ear-training.

DIPLOMA IN VOICE

Candidates for graduation in Voice must have completed the technique of the course above, the work in Sight Singing and Ear-training, the equivalent of a four-year accredited high school course, in which one year of Harmony, one year of History of Music and one year in either French or German will be duly credited, the second year's work in Piano and acquire themselves accredi-

ably in public recitals. The completion of this course, a three years' course (two of which must be in this Conservatory except in cases of extended previous training and of unusual ability), entitles the student to a diploma in Voice. (See page 19).

Public School Music

MISS FRANCES GUPTON

Owing to the increased demand for Supervisors of Music in the public and high schools of the country, we have added a complete course in Public School Music to meet this demand for fully equipped teachers in this work.

In Public School work it is advisable for the teacher to sing sufficiently well to make the necessary illustrations to her classes, but the course in private work need not be so extensive. The salaries paid for supervising music in public schools are unusually large and the work is therefore especially attractive to those who do not care for concert or church positions, or for those who, in many instances, are not fitted for concert or church work.

The Course

The Course—A. Text, The Primer and Books I., II. and Alternate III. of Modern Music Series, and Books I., II. and III. of the Manuscript Series of Vocal Music. One hour a week, two semesters.

B. History of Music, two hours a week, two semesters. Credit 4 hours.

Harmony, two hours a week, two semesters. Credit, 4 hours.

Sight Singing, one hour a week, two semesters.

Piano, one hour a week (two lessons), two semesters.

Piano practice, two hours a day, two semesters.

Voice, one hour a week (two lessons), two semesters.

Voice practice, one hour a day, two semesters.

Students who pursue the Public School Music course in connection with the two years of Junior College work above high school will receive credit in Harmony and History as above stated towards the A. A. degree.

Students who are taking the two upper years of high school may pursue the course in Public School Music, carrying History of Music and Harmony in the high school classes organized in these subjects, receiving one unit credit.

Students specializing in music who complete the Public School Music Course as outlined above and the regular four-year high school course, or its equivalent, will be awarded a Certificate of Proficiency in Public School Music.

The Organ

PROFESSOR GUERNE

It is necessary for the student of the Organ to have had some preliminary technical training on the Pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movement of the hands and feet should be practiced. The following Organ Schools may be used:

Stainer's Organ Primer, Ritter's Organ School, Rinck's Organ School, "The Art of Organ-Playing," by W. T. Best, Pedal Studies of Schneider. In connection with the following there may be taken Trios and Sonatas by Merkel, Rheinberger, Ritter; various works of Henry Smart, Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann; Six Fugues of Bach, smaller and greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the modern school of Organ playing, represented by Guilmant, Widor, Saint-Saens, Lemmens, Best, Cappoci De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas, Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

There is in the Concert Hall a large two-manual organ, twenty-four stops, built by Hook & Hastings of Boston. The organ has front ornamental pipes and black walnut case. Dimensions of case, 14 feet 6 inches wide, 8 feet 8 inches deep, and 17 feet high; cost, \$3,500.

Violin

MISS MARTHA PILCHER

Grade I.—Hohmann, Book I. Wohlfahrt, Op. 45, Book I, of Grun, Selected Studies, Book I. Kayser, Op. 20, Book I. Gruenberg, Scales and Chords, Book I.

Grade II.—De Beriot, Vol. I. (Positions.) Wohlfahrt, Op. 74, Book II. Kayser, Op. 20, Book II. Mazas, Etudes Specials. Schradieck, two-octave scales.

Grade III.—Schradieck, three-octave scales and Technical Studies. Hermann, 25 Studies in Double Stops, Book I. Krentzer, 40 Etudes.

Grade IV.—Fiorillo, 36 Caprices. Gruenberg, Scales and Chords, Book II.

Grade V.—Selections from Bach Sonatas. Schradieck, Chord Studies.

In all grades, pieces and later sonatas and concertos will be given according to the ability of the pupil.

DIPLOMAS IN VIOLIN

Candidates for graduation in Violin must complete a standard High School course or its equivalent in which two years of Harmony and one year of Musical History will be given proper credit (see page 19), the five grades of the Violin course and give a public recital from memory. On finishing this course students are entitled to a Diploma in Violin.

A Post-Graduate Course will be arranged for those desiring it; and all advanced students are required to do ensemble or obligato playing at the discretion of the teacher.

Harmony

MISS MAUDE SWEENEY, MISS MARTHA PILCHER
and MISS CLARA PEARMAN

First Year.—Study of tone relations, scales, intervals, construction and progression of chords (concord and discord). Harmonizing of short musical sentences, chorals and original melodies. Study of all chord progressions at the piano and their recognition by the ear.

Second Year:—First semester: Modulation; inharmonic tones (organ-point, suspension, passing note, etc.)

Second Semester: Musical analysis. The phrase, period, two-part song, three-part song, song with trio. The rondo, sonatina and sonata forms.

Text, Goetschius' Theory and Practice of Tone Relations, used for both first and second years.

Post-Graduate Course:—Counterpoint applied in the Invention, Fugue, Canon and other polyphonic forms. *Text,* Goetschius' Elementary Counterpoint.

Two years required for graduation in Piano and Violin; one in Voice. For high school credit, see page 19.

History of Music

MISS MARTHA PILCHER

Text book: Baltzell, together with Hamilton's "Outline of History." One year required for graduation in Piano, Voice, Violin. (See page 19).

The Artist Course

One of the important educational advantages at Hardin is the Artist Course. In recent years the numbers have been as follows:

In 1913-1914—

Maude Powell, Violinist.
Mary Highsmith, Soprano.
Henry Lawrence Southwick, Reader.
Guiseppe Fabbrini, Italian Pianist.

In 1914-1915—

Myrtle Elvyn, Pianist.
Jenny Dufau, Coloratura Soprano.

Other numbers were crowded out by our own programs.

In 1915-1916—

Sala, Cellist.
Salvi, Harpist.
Marguerite Austin, Violinist.
Mrs. Fenette Sargent Haskell, Reader.
Lois Brown, Pianist.
Florence Hedstrum and Mignonne Meeker, Vocalists.

In 1916-1917—

Senor Salvi, Harpist.
Mrs. Helen Brown Read, Soprano.
Mrs. Edith Harris, Accompanist.
Mr. Wheeler, Baritone.
Mr. Wilkinson, Violinist.
Miss Lois Brown, Pianist.
Mrs. Fenetta Sargent Haskell, "If I Were King."

In 1917-1918, a course as good or better will be offered.

The Artist Course will be under the management of Pres. J. W. Million and the Music Faculty.

Frequent concerts and recitals are also given in the Concert Hall by the advanced students and by members of the Faculty. The great advantage to a student in music of frequently attending and participating in such concerts, in the presence of large audiences, cannot be overestimated. Our large and commodious Concert Hall, seating 1,000, is of great value for such concerts.

The charge for the Artist Course (\$2.00) is required of all students.

Register, 1916-1917

Adams, Mrs. Walter.....	Missouri	Connely, Elinor	Missouri
Alexander, Effie	Missouri	Connely, Lucile	Missouri
Alexander, Erma	Missouri	Conner, Tina	Missouri
Allen, Gladys	Missouri	Coots, Elizabeth	Missouri
Angell, Alberta	Missouri	Cornett, Maude	Missouri
Armstrong, Edna	Missouri	Cowherd, Janetta	Missouri
Asbury, Lillian	Missouri	Craddock, Isabel	Missouri
Bates, Matilda	Missouri	Crevier, Mabel	Kansas
Bearden, Velva	Oklahoma	Crews, Elizabeth.....	Missouri
Beare, Mrs. C. H.....	Missouri	Crews, Ruth	Missouri
Bennett, Martha	Oklahoma	Cunningham, Addie	Missouri
Berry, Martha	Missouri	Cunningham, Gertrude.....	Missouri
Bickley, Edna	Missouri	Daly, Etha	Missouri
Biggs, Maude	Missouri	Deacy, Gladys	Missouri
Bishop, Mrs. Sam'l.....	Missouri	Dean, Clevia	Missouri
Bledsoe, Vergie	Missouri	Dean, Josephine	Missouri
Boney, Emily	Missouri	Dearing, Martha	Missouri
Bosely, Bess	Missouri	DeWitt, Genevieve	Missouri
Bostic, Nell	Missouri	Dillon, Leta	Missouri
Boyer, Grace	Oklahoma	Dillon, Miriam	Missouri
Bragg, Janette	Missouri	Drake, Pearl	Missouri
Brashears, Gladys	Missouri	Duehn, Artie	Kansas
Brown, Frances	Missouri	Dunaway, Letha	Missouri
Brown, Hattie	Missouri	Dutton, Flossie	Missouri
Brown, Lucy	Missouri	Dyke, Margaret	Missouri
Bruce, Elizabeth	Arkansas	Eagle, Dorothy	Missouri
Bruner, Esther	Oklahoma	Eaton, Mrs. M. L.....	Missouri
Burks, Mary Lee.....	Missouri	Edwards, Algie	Missouri
Bush, Lucile	Missouri	Ellie, Ruth	Missouri
Bush, Mrs. B. M.....	Missouri	Engle, Gladys	Wyoming
Bushnell, Pauline	Missouri	Enloe, Louise	Missouri
Campbell, Marguerite.....	Oklahoma	Evans, Winifred	Missouri
Cannon, Dorothy	Missouri	Fait, Myrtle	Missouri
Cannon, Elizabeth	Missouri	Fife, Ruth	Missouri
Carter, Olivia	Missouri	Fish, Annadee	Missouri
Cash, Helena	Wyoming	Ford, Gretchen	Missouri
Cash, Mary	Wyoming	French, Alleta	Missouri
Casler, Mildred	Missouri	Friedman, Natalie	Missouri
Chambliss, Thyrsa	Missouri	Frost, Phyllis	Missouri
Coil, Mrs. P. E.....	Missouri	Fuhrer, Percie	Missouri
Colegrove, Dolpha	Missouri	Gallatin, Olive	Missouri
Collier, Eunice	Missouri	Galliher, Vera	Montana
Comstock, Marjorie	Missouri	Gibbs, Emily	Missouri

Gibson, Cassie	Oklahoma
Gilliam, Leta	Colorado
Glandon, Mildred	Missouri
Gore, Jamie	Illinois
Gow, Helen	Oklahoma
Green, Elizabeth	Missouri
Greene, Dorothy	Missouri
Greer, Marguerite	Missouri
Guthrie, Anna	Missouri
Guthrie, Susie	Missouri
Hagle, Letha	Missouri
Hardine, Esther	Missouri
Harmon, Nettie	Oklahoma
Harris, Catherine	Kansas
Harvey, Kathryn	Missouri
Harvey, Vio Letta Mae.....	Colorado
Hendershot, Gladys	Oklahoma
Henry, Roma	Missouri
Hinson, Nellie	Missouri
Holloway, Hazel	Missouri
Holman, Lillian Dorothy...	Oklahoma
Hope, Rosa Lea	Missouri
Hornback, Mary Lucy.....	Missouri
Hornsbrugh, Nellie	Texas
Howard, Margaret	Missouri
Hughes, Elizabeth	Missouri
Hunt, Julius	Missouri
Hunt, Marvilla	Colorado
Isaacson, Opal	Missouri
Jennings, Josephine	Illinois
Jennings, Mabel	Missouri
Johnson, Franc	Missouri
Jones, Alliene	Missouri
Jones, Ella Hart	Missouri
Jones, Mary Louise.....	Missouri
Jones, Ruth	Missouri
Jones, Tulip	Missouri
Kaho, Pauline	Oklahoma
Kavanaugh, Genevieve	Missouri
Keaster, Zella	Illinois
Kellam, Vesta	Oklahoma
Kelso, Dennie	Missouri
Kirk, Rena Belle	Missouri
Koenig, Opel	Missouri
Koger, Lowell	Missouri
Laune, Russell	Oklahoma
Leslie, Leta	Missouri
Lowe, Irene	Missouri
McCann, Mary Neal	Missouri
McClure, Elizabeth	Missouri
McCracken, Lillian	Oklahoma
McEntire, Faye	Arkansas
McIntyre, Hazel	Missouri
Mann, Elizabeth	Oklahoma
Martin, Dane Lee	Oklahoma
Martin, Eliza	Missouri
Martin, Lola	Missouri
Maxwell, Laura	Missouri
Metts, Callie	Missouri
Million, Helen	Missouri
Moore, Nellie	Missouri
Moore, Vivian	Missouri
Morgan, Elizabeth	Texas
Morrell, Verna	Kansas
Morris, Willie	Missouri
Morrison, Hazel	Kansas
Noah, Ruth	Kansas
Norris, Mary	Missouri
Obersmith, Mrs. W. H.....	Missouri
Ott, Irene	Missouri
Packard, Pearl	Kansas
Parker, Virginia	Missouri
Pearman, Clara	Missouri
Perkins, Ruth	Missouri
Pitts, Augusta	Missouri
Pollock, Mrs. W. W.....	Missouri
Precht, Elizabeth	Missouri
Randles, Helen	Oklahoma
Reavis, Barbara	Missouri
Reavis, Ellen	Missouri
Rice, Doris	British Honduras
Richards, Lillian	Missouri
Roby, Vera	Iowa
Rodgers, Jane	Missouri
Rodhouse, Esther	Missouri
Rosado, Mrs. J. E.....	Yucatan
Rutter, Vera	Missouri
Ryan, Martha	Missouri
Sass, Helen	Missouri
Sawyer, Eva	Missouri
Scott, Stella	Missouri
Seider, Ruth	Oklahoma
Sharpstein, Donna	Michigan
Shelton, Lillian	Missouri
Shepard, Virginia	Missouri
Shepherd, Mabel	Missouri
Shoush, Alma	Missouri
Smith, Annette	Missouri
Smith, Colene	Missouri
Smith, Dorothy	Missouri
Smith, Lillian	Oklahoma
Smith, Margaret	Missouri
Smith, Marie	Missouri
Smith, Mrs. Cleve	Missouri

Springston, Christine	Oregon	Utterback, Vivian	Missouri
Stallings, Mary	Missouri	Van Ness, Pauline	Missouri
Steele, Althea Rose	Illinois	Van Winkle, Mabel	Missouri
Stoner, Edith	Missouri	Van Winkle, Nellie	Missouri
Suess, Martha	Nebraska	Vaughn, Leafa	Illinois
Taylor, Wilhelmine	Missouri	Wait, Iris	Missouri
Thomas, Marguerite	Missouri	Walker, Jessie	Oklahoma
Thomas, Nadine	Missouri	Walker, Nina	Illinois
Threlkeld, Evelyn	Missouri	Ward, Mattie	Missouri
Threlkeld, Mabel	Missouri	Weaver, Bertha	Oklahoma
Thurn, Enid	Colorado	White, Elizabeth	Missouri
Tipton, Thelma	Missouri	Whitney, Floy	Missouri
Treat, Elizabeth	Oklahoma	Witten, Letha	Missouri
Trice, Nela	Missouri	Wonneman, Helena	Missouri
Trimble, Georgia	Missouri	Worner, Mrs. L. E.	Missouri
Tucker, Julia	Missouri	Worrell, Carolyn	Missouri
Turnage, Myrtle	Missouri	Wright, Nelle	Missouri
Ulen, Gladys	Missouri	.....	.....



Graduates, 1917

LITERARY

Mildred Casler, A.A.....Clarence, Mo.
 Gertrude Cunningham, A.A. Mexico, Mo.
 Martha Dearing, A.A.....Mexico, Mo.
 Pearl Drake, A.A.....Memphis, Mo.
 Dorothy Eagle, A.A.....Clarence, Mo.
 Louise Enloe, A.A. New Bloomfield, Mo.
 Mildred Glandon, A.A....Mexico, Mo.
 Marguerite Greer, A.A....Mexico, Mo.
 Elizabeth Mann, A.A. Holdenville, Okla.
 Ruth Perkins, A.A.....Mexico, Mo.
 Jane Rodgers, A.A.....Mexico, Mo.
 Colene Smith, A.A....Mound City, Mo.

PIANO

Emily BoneyCairo, Mo.
 Mildred Casler..... Clarence, Mo.
 Josephine Dean.....Shelbina, Mo.

VOICE

Elizabeth Morgan.....Bowie, Texas
 Myrtle Turnage.....Mexico, Mo.

EXPRESSION

Irene Lowe..... Moberly, Mo.
 Mary Stallings..... Mexico, Mo.

HOME ECONOMICS

Ruth Perkins..... Mexico, Mo.
 Gladys UlenDexter, Mo.

ART

Elizabeth McClureMexico, Mo.

POST GRADUATES

PIANO

Marguerite Thomas..... Mexico, Mo.

EXPRESSION

Dorothy Holmes..... Mexico, Mo.

ART

Lucile Connely.... Harrisonville, Mo.

Expenses for the Scholastic Year

Patrons by virtue of entering wards or daughters as students, accept the terms published in the Catalogue.

The "Collegiate" or "Literary" Course embraces literary subjects.

DAY PUPILS—COLLEGIATE OR LITERARY COURSE

One Literary Study	\$30.00
Two Literary Studies	45.00
Three Literary Studies	65.00
Four Literary Studies, includes gymnasium	85.00
Five Literary Studies, includes gymnasium	100.00

BOARDING PUPILS

Board, room, heat, light, tub and shower baths, use of library, Artist Course, College infirmary, with or without Gymnasium and Swimming (no tuition) \$300.00

Tuition in full combined Literary and Home Economics course ..100.00

Tuition, literary subjects, less than a full course, each..... 20.00

Discount—for two students in the same family, five per cent; for individual accounts exceeding \$500.00, five per cent.

Literary subjects cannot be exchanged for additional piano practice or for other items.

Piano, Professor Arnold E. Guerne, Director for advanced students, one-half year, \$60.00, whole year	120.00
Piano, Miss Sweeney, one-half year, \$45.00; whole year	80.00
Piano, Miss Shotwell, one-half year, \$45.00; whole year	80.00
Piano, Miss Wilson, one-half year, \$45.00; whole year	80.00
Piano, Miss Pearman, one-half year, \$45.00; whole year.....	80.00
Practice on piano, more than one hour per day, per year (per hour)	10.00
Voice, individual, Miss Woodin, half-year, \$55.00; whole year.....	100.00
Voice, individual, Miss Gupton, half year, \$45.00; whole year	80.00
Vocal Music, sight reading in class	10.00

Public School Music Course, (a) p. 43	20.00
Harmony in Class	20.00
History of Music	20.00
Pipe Organ, one-half year, \$60; whole year	100.00
Practice on Organ, two hours per week, per year	20.00
Violin, one-half year \$45.00; whole year	80.00

All students of Piano should take two lessons per week, half-hour each, and at least one and one-half hours' daily practice. Students making a specialty of Piano should take not less than three nor more than four hours' daily practice. Students of Voice should take two lessons per week and one hour daily practice.

Painting and Drawing, or either:

Two hours daily in studio (Regular Course), one-half year \$45.00; whole year.....	80.00
Three hours daily in studio, one-half year, \$55.00; year.....	100.00
Public School Drawing, one hour a day, per year	45.00
two hours a day, per year	80.00
Individual lessons, one-half hour, each	1.00
Expression, in class, two half-hour lessons per week	20.00
Expression, individual lessons, two half-hour lessons per week, half year, \$45.00; year	80.00
Gymnasium, class work, two hours a week	20.00

(No charge for Gymnasium to students paying as much as \$80.00 in tuition).

Swimming, use of pool, under supervision, half year, \$10; whole year.....	20.00
Playground Course	5.00
Physiology, 3 lessons a week, under Physical Culture Director, regular literary study with credit	20.00
Typewriting	30.00
Stenography, half hour lessons daily	50.00
Bookkeeping	50.00
Commercial Course (Bookkeeping, Typewriting, use of machine one hour daily, Stenography, English)	100.00
Cooking	30.00
No materials furnished free by the School.	
Sewing	20.00
Round Table Course	10.00
Laboratory fee for Chemistry, Botany, and Physics, each	5.00
Diplomas, parchment	10.00

Payments:—On entrance, Sept. 11, 1917, the sum of \$250.00. In case the total bill for the year is more than \$500.00 one-half is payable on entrance, and one-half January 15, 1918. All remittances should be by Bank Draft, Postoffice Money Order, or Express Money Order. *Do not send private checks.* Remittances should be made to Hardin College. Bank references are required.

All overdue accounts draw six per cent interest.

Students remaining at the College during the Christmas recess will be charged at the rate of \$5.00 per week for board, room, heat and light.

TO MINISTERS OF THE GOSPEL

No charge for tuition in the Literary Course is made for daughters of Ministers of the Gospel engaged in the ministry.

TO HONOR GRADUTES OF HIGH SCHOOLS

Young women who have led their classes in High Schools affiliated with State Universities or other Universities of recognized rank will be given free literary tuition, to the amount of \$60.00, provided the course selected, including board, room, etc., amounts at Catalogue rates to \$400.00 or more. The students gets a \$400.00 course for \$340.00.

WITHDRAWAL

The following is an essential part of every contract:

Unless otherwise stated, students enter for the entire school year.

If a student withdraws for any reason other than illness before the end of the year, the charge will be for board, room, heat, light, etc., \$1.00 per day, plus the tuition, up to the time of leaving—that is when notice is given that the room is surrendered—and one-half the full tuition for the remainder of the year. In case withdrawal is caused by the serious illness of the student, a deduction, prorated on the year's contract, is made, reckoning from the time the room is surrendered. No deduction is made for temporary absences during the year. Students who withdraw from College at the beginning of Christmas holidays receive no refund. Pupils who leave six weeks before the close of the school year, even on account of sickness, will be charged for a full year.

For information address

JOHN W. MILLION, A.M.,
President,
Mexico, Missouri.

\$100,000.00 Needed for New Buildings

The next enlargement of Hardin will, if done with a due regard to proportions, necessitate the expenditure of \$100,000 in buildings. These buildings would be, in addition to the gymnasium just finished, a heating plant, a dining room, an academic hall for literary class rooms, and a dormitory to accommodate one hundred additional students. A gift of \$100,000 for buildings would now be worth to the College much more than a like amount added to the Endowment Fund. Steps are being taken to secure gifts for both buildings and endowment.

FORM OF BEQUEST

"I give and bequeath to Hardin College, a corporation established by law, in the town of Mexico, County of Audrain, and State of Missouri, the sum of..... dollars, to be appropriated by the Trustees for additional buildings or endowment, in such manner as they may decide."

(Signature)

Articles of Association of Hardin College

ARTICLE I

The undersigned, their associates and successors, hereby agree to organize themselves into an association to be incorporated under the name of Hardin College for the purpose of establishing and continuing an institution of learning for the education of females, at the City of Mexico, in the County of Audrain, in the State of Missouri.

This association shall, by its corporate name, have succession for one thousand years. A majority of the members of the Board of Directors shall be in full fellowship with some Missionary Baptist Church of the State of Missouri.

ARTICLE II

The affairs of said institution shall be managed by a Board of thirteen Directors. The Board shall without delay fill any vacancy that may occur in its body.

J. D. Murphy, William Harper, S. A. Craddock, E. J. Gibbs, Thomas Smith, Joel Guthrie, Thomas B. Hitt, James Carroll, John M. Gordon, William Woodward, Lewis Hord, James Callaway and Charles H. Hardin shall compose, for the time being, the Board of Directors.

ARTICLE III

The first meeting of the Board of Directors shall be on the first Tuesday after an order shall be made by the Circuit Court in and for said County of Audrain, incorporating this association, and thereafter the meetings of the Board shall be held as provided by the By-Laws. A majority of the members of the Board shall constitute a quorum for the transaction of business. At the first meeting the Board shall elect a president and secretary, and from time

to time such other officers and agents as the Board may deem necessary.

ARTICLE IV

The Board of Directors may make any amendment to these Articles of Association by a two-thirds vote at the first regular meeting after thirty days' notice shall be spread on the Journal of the Board of the proposed amendment, except that the first article hereof shall, so long as this corporation may exist, remain unchanged and inviolable.

A Journal of the proceedings of the Board shall be kept. And By-Laws and rules may be adopted by the Board for the government of its body as well as of the institution.

ARTICLE V

This Association shall have power to acquire by purchase, devise or gift, buildings and the sites thereof for college purposes, endowment funds, lands to be converted to endowment uses, and lands in payment for debts and other liabilities, and money, things in action and other personal property, of the value of one million dollars.

In testimony whereof we have hereunto set our hands, this 6th day of June, 1873, at the City of Mexico, in the County of Audrain, Missouri.

Charles H. Hardin,
William Harper,
Edmond Julius Gibbs,
Joel Guthrie,
William Houston Woodward,
Thomas Smith,
Lewis Hord,
John M. Gordon,
James Carroll,
Thomas B. Hitt,
Samuel A. Craddock,
James Callaway,
J. D. Murphy.

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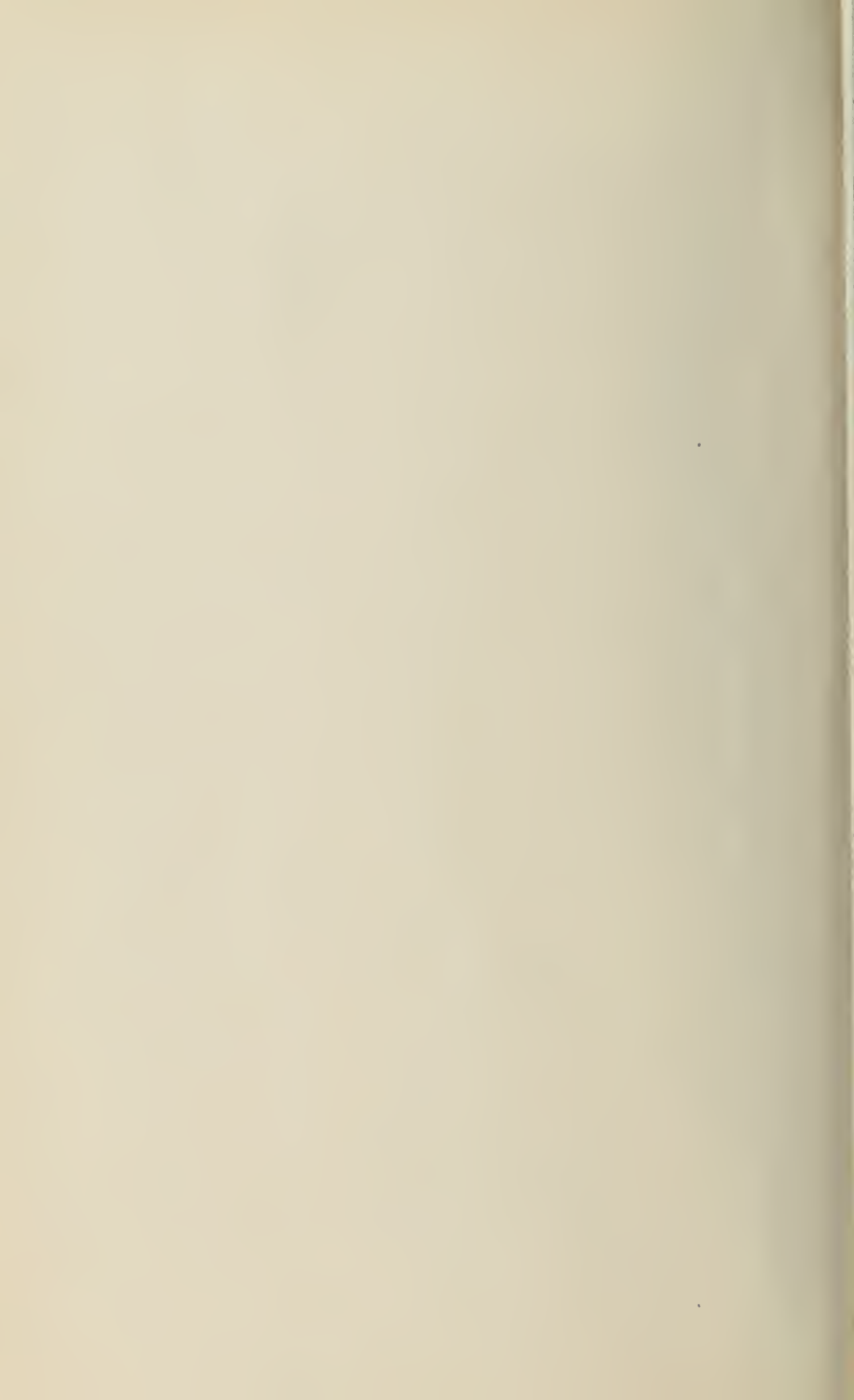
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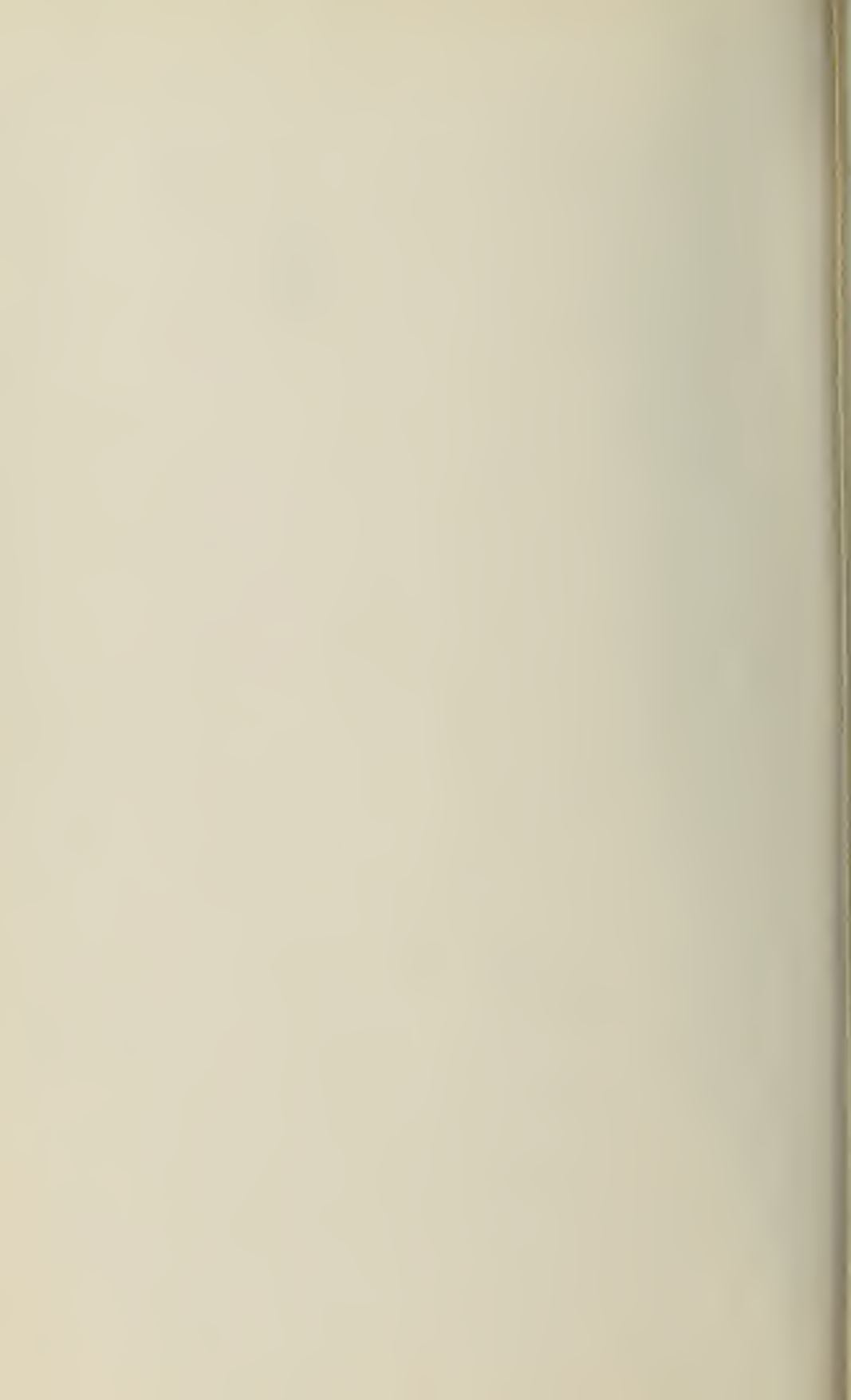
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